

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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The Case

*Pupil Case History No. 10—The
gun plant workers had a little sister*

of VINEY TURNER

By

SARAH MOSS PHILLIPS

THE KIDS called her Knobs. To the faculty she was Lavinia. At home she answered to Viney. But that's another part of the story of the newest pupil in Avignon Junior High School.

She entered school late in a mild February, just about the time the last of the National Guard was called into camp, and the second group of draftees was tumbling into trucks and trains.

The pupils watched her march up the walk, all fourteen hundred of them. Fourteen hundred pairs of adolescent eyes saw the high-topped shoes take those deliberate measured steps up to the four broad main doors. They watched the clumsy, bright-red mitten pull open one of those doors. Reflected briefly in the glass was the outline of the tight-fitting, short green "lady's" coat with the narrow band of moth-eaten fur.



EDITOR'S NOTE: "This story," writes the author, "is based upon an acute educational problem which faces Louisville and every other city which is playing a vital part in the industrial program for national defense." Let Viney Turner stand for many of the children of the war-plant workers who have swarmed to town from back-country districts. Miss Phillips teaches in the Louisville, Ky., public schools.

Lustrous in the early morning sun were the thick braids of black hair wound round her head. Blooming as the mittens were bright pink knobby cheeks, under darting eyes.

You could hear those big ninth-grade lugs who were getting a last surreptitious drag at wilted fags. Whistles . . . cat-calls. A maiden form to match the cheeks. She was Knobs from then on, before they even found out she hailed from the foothills of Lunsford, Kentucky, down among the Knobs.

She came by herself. And the fourteen hundred pairs of eyes failed to see the two lanky men, hands in their blue jeans pockets, considering the tips of round-topped shoes as they watched their little sister off to her first day in the city school. They were ready to go to work at the big gun plant, digging the soft yellow clay as they'd dug soft, black coal for twelve of their twenty-two or three years.

When the door eased shut behind her, they left their post on the corner, left her, safe in the doors of learning, protected by books, and papers, and water colors, and typewriters, and teachers. Safe? Of course she was safe. Weren't there fourteen hundred other kids just like her, all about the same age, all in the same place?

Suppose the girls did wear anklets, and saddle oxfords, and tweed skirts with crew

necked sweaters; suppose they did have page-boy bobs, with streaming ribbons of their favorite high school colors pinned in them; suppose the boys did secretly prefer red lips by Max Factor and pale cheeks; suppose they did talk a lot more and say less. Kids were all the same, after all, weren't they?

She followed the arrow to the office. She didn't ask where to go. She just walked in and up to the long counter, threading her way between the assembling teachers, and started to say— Suddenly the guidance teacher bore down on her, like a chicken hawk after a pullet lost in the brush.

"Into the auditorium! No one in the office till 8:15!"

"But I'm—"

"What's the matter with you? Can't you understand English? Into the auditorium!"

"Where is the auditorium?"

"Out the door, and to your right. Where've you been all this time?"

"I'm new. I've been trying—"

"No more talk now! Into the auditorium! No one in the office till 8:15."

Out of the office and into the auditorium. No one in the office till 8:15. The clutch is disengaged, the gears set. The big machine's about ready to swing into motion for another six hours, grinding, grinding, grinding grist, precision movement, piston-like, while underneath beat the great pulsating heart of the thing, the fourteen hundred hearts of the thing, the fourteen hundred carefully modulated, carefully subdued hearts of the thing.

"Where did you say you were from?"

"Lunsford—Lunsford, Kentucky."

"What grade were you in when you left?"

"Eighth. But we just go to school seven months down there. I brought a card from my teacher."

"She'll go to room 319. Miss Grigsby, see that she gets to the room and has a girl to show her to classes today."

Room 319. "They told me in the office to give you this."

NAME: Lavinia Turner

Date of Birth: 1925-3-24

Father: Samuel Turner

Occupation: laborer

Last School: Lunsford, Kentucky

Code: C4

"Good Lord! Another new one! That makes the forty-seventh this term. When do they expect us to teach with all the clerical work for that many kids? . . . Take the seat in that far corner. It's the only one left. Jane, see that Lavinia gets to classes today. . . . What? You're leaving at 12:30 for a ballet lesson? Well, you take her till then and let somebody else take her till 2:30 . . . How do you pronounce that name?"

English, math, social studies, shop, gym, science, gym, shop, social studies, math, English, English, English, English. Endless chain, bells, schedules, lockers, lunch, auditorium, homeroom, crowded halls, move, move, move, move, question, answer, music, art, walk, walk, walk, walk, take this down, discuss this, why is this, who did that, cut that out, quiet please, cut and dried, assembly-line, screws in here, bolts in there, twist this once, tighten that, shove that gear, adjust the brake, swing the lever, time, time, time, time.

They laughed when she stood up to talk, all fourteen hundred of them. They lounged in class and seldom stirred to lift a hand or say a word. Work? Of course they worked, when they had to.

She took her lessons home at night. She knew the answers, too. But she kept still. The teachers had to make her talk. They said she was unfriendly, unsocial.

She didn't know why they laughed. They called her Knobs, and she thought it was because of Lunsford. She was proud of her silk stockings. She wore them every day because the boys had bought her two pairs with their first pay checks. She liked her mother's green coat. It was the first real coat she'd ever had all for herself.

She knew she was right when she recited.

The teacher said she was. But they still snickered. They snickered in class, in the halls when she got turned around in the big building, in the cafeteria when she got out her brown poke with the thick bolony sandwich and the banana. And they never spoke to her, just called her Knobs, Knobs, Knobs, Knobs . . . and snickered.

They took her down to the guidance office and tested her. They handed her a big, thirty-page book, full of foolish questions about all the subjects. When she finished that, they said she ought to go back. So they put her in with the little seventh graders. They said she'd have a better chance to catch up with herself emotionally and adjust socially if she didn't have to worry so much about her work. She started walking in the halls a little behind her class; she towered over most of them. She kept very still most of the time now. She didn't want to say anything to make the children laugh. It made the teacher get so mad.

She kept very still and she walked to

school a little slower each day now. The days were milder and longer, and a few spring birds braved the smog of Industryville in the early morning. She kept to herself all day in the long, dim halls, in the crowded classrooms, in the jabbering cafeteria, on the wide, empty playground. She walked very slowly to school these mornings.

Nobody laughed when she cut across vacant lots to go out of her way. Nobody laughed when she was almost late, till she got there. Nobody laughed the day she didn't get to school . . . or home that night either. Nobody laughed when the Detention Home called the school.

Nobody laughed because it was such a pity she couldn't adjust herself. She was just naturally unfriendly and unsocial. Why, the children said she thought she knew more than they did! Nobody laughed because it upset the routine record of perfection. Nobody laughed because she didn't come back again.



Behind Our Battle Lines—A Neglected Front

As I write these words I hear the shrill raucous cries of little children in a dark and loathsome alley. I see the yellow glare shining nakedly through the curtainless windows of a crowded city tenement. They, too, those slatternly figures, seen dimly in the drab bare rooms, condemned to poverty and squalor, are Americans. What does America mean to them? A land of glorious tradition and bright future? When they are called upon to send their sons to defend America what will, perchance, be their answer?

Perhaps those bowed and hopeless shadows living in cramped, drab, filthy quarters, are what they are because of their own folly. Perhaps they have wasted opportunity. Maybe they deserve our righteous scorn, but what of their children—those quarreling, shrieking, little creatures of the alley? They are Americans, too—children of today, voters of tomorrow. What are we, lovers of America, doing to assure *their* health, *their* education, *their* opportunity?

Will traditional schools, taught by over-worked teachers in crowded schoolrooms, suffice to bring

American ideals to these forgotten folk, the tenement children? Their name is legion, their votes a few short years hence will rule the nation. Are they protected from false doctrines? What are we doing to assure that these millions will carry on the ideals our forefathers so wisely established—ideals of manliness, of self-dependence, of individual effort? Can we be sure that when they come to select their representatives in the Government of the Nation their choices will be wise?

American traditions in the making included no tenements, no thought of children growing up in ignorance, squalor, poverty. They can be carried on only by children assured of clean, decent surroundings and given sufficient food, sound bodies, and an education fitted to make them worthy to be citizens of a great nation. . . .

We can and should, readily and willingly, spend the billions that are needed for defense, mortgaging our future, if need be. . . . But all that sacrifice will be waste, if we neglect the children of America who will fall heir to the birthright we now defend.—O. T. BRIGHT in *Illinois Education*.

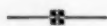
One Million Votes for PRICE CONTROL

By
HARRY A. BECKER

DURING THE PAST DECADE we have heard a great deal about the role which educators should play in the shaping of social policy. A few leaders have urged that educators seize political power and use it in the interests of all. More moderate and attainable proposals have been to the effect that educators, as one of the important professional groups, should play a part in the development of social policy, and should seek to enlighten public opinion generally.

Right now is the time for educators to play a vital part in the shaping of policy on an issue so clearcut that not only educators, but all fair-minded and well-informed citizens are in agreement concerning it. This is the problem of price control.

That prices have taken a serious and definite inflationary turn is a fact. Butter, for example, is 36 per cent higher than it was two years ago. Sugar is 11 per cent higher. Beans have increased in price 25 per cent and lard 30 per cent. On the aver-



EDITOR'S NOTE: *Even if the issue of price control has been settled in Congress by the time this number is out, readers will find in Mr. Becker's article an interesting discussion of a big national problem from an educational point of view. If it is not too late, the author urges America's one million teachers to throw their weight into the fight by writing or telegraphing their representatives and senators, and the President, asking for a strong price control bill. Mr. Becker teaches social studies and is also director of guidance, in Hamden, Conn., High School.*

age, farm prices have risen 24 per cent. Similar price rises have occurred in all other commodities. Textiles have risen 25 per cent, building materials 13, and chemicals and drugs 14 per cent.

Nor have prices stopped rising. Dealers and consumers report further increases each day. We are in the beginning of an inflationary spiralling of prices. The effects of this inflationary movement, if not stopped, will be disastrous not only to individuals but to the social order.

With the exception of a few speculators and hoarders, everyone loses when inflation sets in. The teaching profession shouldn't be fooled into thinking that it can better itself economically in a period of inflation. Wages, for example, particularly of salaried employees, have always lagged behind prices in the upward inflationary spiral. True, wages and salaries are higher, but this serves only to offset partially the still higher cost of living. Income in terms of number of dollars is higher, but real income in terms of how much can be bought for the dollars is lower than at the start of the inflation.

Increased taxes likewise trail inflation. The cost of government services must mount as salaries of public employees are raised and as higher prices are paid for supplies. This is of especial importance in the national defense crisis. Prices of military equipment and supplies rise as do prices of commodities in general. The number of billions needed to equip and maintain our military forces might need to be doubled and trebled. These increased costs would inevitably be followed by tremendously increased taxation.

All who have savings, insurance, pensions, or pension plans, may be ruined by inflation. These savings plans are based on the expectancy that the purchasing power of the dollar will remain relatively stable. In inflation the purchasing power of the dollar drops to the vanishing point. The millions who have worked for years to provide for the security of themselves or their loved ones would find that they have the anticipated number of dollars, but can buy and do much less with them than they had planned.

Price control is needed to avoid the evil effects of inflation. Of course, there are those who oppose price control. They hope that their incomes will rise faster than the prices of the goods and services they buy, thus improving their circumstances. They do not realize that such an advantage is always only temporary. The venders of goods and services whose prices have not risen as fast will be painfully aware of that fact. It will not be long before they raise the prices of their goods and services to the point where they enjoy an advantage. This leads only to more and more price rises.

Today, after the horrible experiences of other countries, especially in Germany in 1923, inflation is generally recognized for what it is—a dreadful scourge which is to be avoided by every means possible. The peril of inflation is now upon our nation. The teaching profession, a million members strong, can play an important part in meeting this problem intelligently and effectively. We must not fail to do so!

"How," one may ask, "can we play our part?" In the opinion of the writer, there are two ways:

- (1) By enlightening the ignorant and misinformed.
- (2) By encouraging government officials to take effective action despite pressure of selfish and shortsighted groups.

The first is a problem of adult education. It is not enough that we teach pupils now in school how to think clearly about this

problem. We must help their parents, who as citizens can play a part in determining the action taken by the government.

Every avenue for adult education should be used. Where lectures or classes in current affairs are a regular part of the program offered in the night schools, money and prices should be included in the topics to receive careful study. Adult education forums, study groups, and civic associations often have series of lectures and forums devoted to current topics. Teachers should be glad to participate in these. Where such series are not sponsored by other groups, the local teachers league might do so. A series of carefully planned and well advertised meetings to discuss rising prices should be held in each community.

In participating in and sponsoring these adult-education activities, teachers must make their attitude clear. We must not be regarded as seeking to use rising prices to better our own circumstances. Of course teachers should have an increase to offset to some extent increases in the cost of living which have already gone into effect. But teachers should emphasize that they do not seek increases which more than offset the price rises which have already taken place. The primary interest of educators must be to help to see to it that effective measures are taken to prevent further increases of prices.

The second way in which the million teachers of the United States can help in shaping national policy on price control is by acting as a counter-pressure group.

Since August the Banking Committees of both Houses of Congress have been considering a bill which gives the President the power to set maximum prices for important commodities. Even in its original form this Steagall-Glass Bill was not a strong piece of legislation. The President was given no power to fix wages. "Ceilings" over agricultural products had to be at least 110 per cent of parity (purchasing power of farmers in 1929).

The progress of this bill through Congress has been amazingly slow. Hearings on it have been adjourned for weeks at a time. After three months, the Steagall-Glass Bill, amended beyond recognition as a price control measure, has been passed by the House. As I write, it has yet to come up in the Senate. The writer has been reliably advised that the bill will not reach the floor of the Senate for some time.

Why should progress be so slow on legislation which is so urgent? The obvious answer is that powerful groups are lobbying against the bill. They are even trying to amend it into an inflation measure. These groups, like suckers in a "con" game, believe that they can "beat" the game and profit from inflation. They have employed every known means to discourage and delay action on the bill.

As a result Congress is approaching its task very gingerly. Members of Congress have been told by the lobbyists that "the people" don't want price control legislation and that "the people" will turn the supporters of such legislation out of office at the next election. The President has not taken a firm enough stand. It is easy to understand why Congress is hesitant.

The writer believes that the considered judgment of the American people is that price-control legislation is necessary. He believes that the million citizens who teach share this view. If this is so, then we are a group large enough to be of real influence. Let's make our views known.

Every member of the teaching profession must play his part. Each should write or telegraph his congressman and senators, and the President. Local, state, and national teacher's associations should formulate their views and make them known.

We must join with all other individuals and groups who recognize the danger of inflation. Paul Mallon, author of the syndicated column, "News Behind the News", reported:

There is no reason to expect much from the Senate, unless those citizens who want to avoid the national destruction of inflation (Mr. Roosevelt said it would ruin the defense program) bring more pressure than was evident in the House.

The hour is late, but there is still time. Public opinion can, and must, compel the Senate to pass a strong bill. This would make it necessary for the House to reconsider its version of the bill. While this reconsideration is taking place is the time for the teaching profession and allied groups to bring the greatest possible amount of pressure to bear. The House, too, will pass an effective bill—if the voters make known their will.

Only if we do these things will the teaching profession begin to play a part in the development of national policy for "the general welfare". It has been said many times that we can and should play such a part. Now we have an opportunity to display social leadership at a critical point in our history. We must not let the opportunity pass.



Book Theft and Mutilation

Clipping, defacing, misplacing, and stealing books exist in varying degrees in every busy library. Current magazines, bound magazines, and reference books suffer the greatest loss. . . . To have rules printed in a handbook or posted in the library is not sufficient; they must be taught. Rather than inquiring how to check a book out, there are pupils who will take a book without leaving a record. . . .

Even at the expense of open-shelf losses, pupils should have the opportunity to live among books while in high school.

Librarians, teachers, administrators can help by working unitedly and untiringly to form habits of library citizenship. But, we still believe it is better to lose a book than a reader.—MAUD MINSTER in *Pennsylvania School Journal*.

Should the schools inherit the

*Reply to the Ed.
Pol. Com. report*

CCC & NYA?

By PAUL J. TERRY

ONCE UPON A TIME, not so long ago, a big circus came to town. There were many children in the neighborhood who were very desirous of seeing the show; few who had the price.

Walt, the oldest and strongest of the group, was exceedingly interested in watching the unloading of animals and the busy preparation for raising the big tent. Walt, along with others of his age, had been selected to carry water to the elephants in exchange for tickets of admission to the main show. But when the time arrived for him to water the elephants, Walt was so intrigued by the wallowing of the hippo that he didn't even hear the call to work.

From the next town, just down the road, came Johnnie—also to see the circus. He too was interested in this exciting affair. Sens-

ing a situation in which help was not too plentiful, Johnnie offered his services toward earning a pass to the main show.

Late that afternoon, while listening to the glowing accounts of Johnnie's experience in the "Big Top", Walt slipped away from the group. This was not right—a kid from the next town getting admission to the show while he, the oldest and strongest of the bunch, had to remain outside. It was favoritism; it had always been the custom to give (sometimes almost force) the kids in this town a chance to do this job. It just wasn't right. He was going to tell the manager.

Upon reading the most recent publication of the Educational Policies Commission, "The Civilian Conservation Corps, the National Youth Administration, and the Public Schools", one might be reminded of such an experience in his childhood. The essence of the report is that both NYA and CCC should be discontinued as soon as they finish their emergency job of training defense workers, and that the conservation and building jobs of these agencies should be taken over by other existing agencies.

The Commission maintains that all federal funds for student aid should be appropriated through the U. S. Office of Education, and that the schools should be solely responsible for all general and vocational training of youngsters.

The question raised is not so much what the needs of youth are today, or will be in the future, or even whether federal assistance should be given to youth programs (This is desirable, according to the report). Rather, the problem is how these youth programs are to be administered and

—■—

EDITOR'S NOTE: "*The Civilian Conservation Corps, the National Youth Administration, and the Public Schools*" is the title of the published report of the Educational Policies Commission recommending that when the CCC and the NYA have finished their emergency job of training defense workers, their functions and future appropriations should be taken over by the public school system. Herewith the author presents a case against any hasty acceptance of the Commission's program. THE CLEARING HOUSE, an open forum, will be glad to publish a suitable reply to Mr. Terry's statement. The author is executive secretary-treasurer of the Colorado Interscholastic Association, Denver, and Area Student Work Officer of the NYA for northern Colorado.

in what manner assistance from agencies outside the local units of school administration should be given.

One position which the Commission takes very firmly is that governmental agencies may, and perhaps even should, conduct programs of public work for youth who are unable to find local employment. It is satisfactory for jobs to be furnished when there are no jobs, but the government should stop there. For the agency sponsoring the work, there should be no on-the-job training; the purpose should be only the production of materials and not the training of workers for real work situations. Training, teaching, instruction, and all learning which takes place on such job situations should be under the direct tutelage of the established forces of education, namely the public schools.

Immediately a problem arises: can there be a real work experience without a learning situation? Is it possible for the farmer's son to repair the harness for old dobbin, using only those skills learned in the agriculture class in school, to the exclusion of ideas gleaned from working with his dad? I doubt whether this position is supported by even the most conservative schoolman.

Is it the function of schools to teach the rules of grammar rather than a way of expressing one's ideas? Is the major purpose of geometry the memorizing of theorems rather than developing a method of reasoning? Virtually every list of purposes for education today stresses the need for a general, well-rounded education which develops the whole personality. No attempt is made to segregate learning processes into isolated skills without relationship to the whole individual. Neither can work be made available without having inherent in the situation a learning possibility.

The idea that the government should provide educational leadership and furnish financial aid to equalize educational opportunities, even to the point of aiding individual students to continue their school-

ing, is not repugnant to the Commission. On the other hand, the Commission goes so far as to say that "one of the most valuable lessons which has been learned from experience with the NYA is the amount and variety of useful work which young people can perform for public agencies." Certainly this statement is bona fide evidence that the government has been exerting educational leadership.

Since the inception of the Latin Grammar school in 1635 down to the present, there has been little in the way of educators to keep them from developing a good work experience program for the entire community of youth which the schools have supposedly been serving. Yet the high per cent of high school pupils dropping out of school before graduation aroused little more than academic interest.

Then the CCC and the NYA developed the potentialities of dealing with underprivileged groups, of working with those who cannot acclimate themselves to cloistered halls of learning reeking with Latin and algebra, and of providing vital training experiences for the "problem group" to prepare them for jobs. Now, and not until now, the public schools awaken and say that tradition and precedent have established them as the agency through which such experiences should be made available to youth.

Granted that the educational forces already established could administer a program for the training of all youth, for those in school and those out of school, the moot point still remains—will the school, in accepting this responsibility, return again with the same academic approach? Will the answer to a youth unable to think abstractly, yet dexterous with his fingers, be a refresher course in theme writing, a supplementary training class in the identification of trees?

All agree that a program for all youth should be administered as efficiently and with as little cost to society as possible; but

the first consideration, after all, is the youth who must be served. Let us be sure of the functional program, and then secure direction for it in the most logical place.

In the last chapter of the Commission's report, the section dealing with the stern necessity for an adequate educational program to take account of seven major needs of all youth is really inspired. A program of service is outlined which would contribute to balanced preparation for successful living, economic efficiency, employment placement, supplementary education and training, financial aid to enable youths to remain in school, and a continuous program of guidance. If education today would accept wholeheartedly the implications embodied in this part of the Commission's report, it would be difficult to recognize the

public-school system as being even vaguely similar to the one which now exists. To the idealism and the goals set up by the Commission, all praise!

We conclude, then, that the question is not so much whether society has an obligation to define and meet the diverse needs of an ebullient group within it. This premise is granted. But, how can youth, all of youth, best be served?

My contention is that *the programs of experimentation should be subsidized by the government until such time as the regular forces of education demonstrate their ability to furnish similar or even better services.* Before we destroy so valuable a service as the NYA, let us wait until the traditional means of education have demonstrated that they can "carry water to the elephants".



Corridor Workshop is "Fix-It" Center

By MARJORIE FARQUHAR

"Frankly, it was the constant bother of lending things out of the office that started the idea of the 'workshop'. Now, however, that it has proved its own usefulness, this article by Marjorie Farquhar, a ninth-grade girl who helps care for the workshop, truthfully shows it to be an established institution in our school."—Edwin R. Clark, Principal, Junior High Training School, State Teachers College, Fitchburg, Mass.

Our workshop is an area in the ell of the corridor, with equipment on a table at the center.

The workshop is the ideal place to find articles that are of use to everyone. Even the teachers find many things which they can use. Everyone uses it: to punch paper for his notebook, to staple papers, and to cut paper evenly. Ninth graders who have a study period in a room which has no ink go there for ink.

The workshop contains, among other things, a punch, screwdriver, scissors, string, hammers, rulers, pencils, stapling machine, paste, paper cutter, and a large roll of heavy brown paper. Just recently Mr. Clark had an extra pencil sharpener put in the workshop for the use of the pupils. It makes pencils very sharp and is adjustable.

Three or four pupils in the ninth grade are chosen to spend their study periods in the workshop. It is their duty to keep a list of everything in the workshop, and each time they go there, to look over the list and find out whether anything is missing. If there is, we simply check it and put a notice on the bulletin board.

We spend our time in the workshop to find the articles that different pupils want to use. If the stapler needs filling, we fill it; if someone wants to take something to his own room, we put his name down and thus know where to find it if it is not returned.

There are no specified rules, although we are expected to return whatever things we borrow from the workshop.

Many people would think that it was no different from other schools since all schools have these things somewhere to be found, but it is different because we have all these things in one place where they are accessible to anybody. A pupil always feels that he is perfectly free to use anything there, for it is a public thing. I feel that the workshop has been a great addition to the school. It saves time and helps to stop waste.

SCHOOLS *for* VICTORY

A new monthly department of news and ideas
on the high schools' part in the war effort

Student-Council Campaign Against Waste

Back in November, "War-Against-Waste Day" was just a special day in "Civilian Defense Week". Now that the nation is at war, high-school student councils might find a timely activity in making a war-against-waste campaign something more than a prefatory special-day activity.

Here are ways to apply suggestions made by the Office of Civilian Defense:

Pupil speakers may be furnished for talks at movie theaters, radio stations, club or school meetings, on avoiding waste of all kinds, proper maintenance and repair of consumer goods, and buying only to meet current needs.

The school's adult-forum program can discuss (1) organizing neighborhood marketing trips using a minimum number of automobiles for a maximum number of shoppers, to conserve gasoline, rubber, etc. (2) Demonstrations of how to maintain consumer goods, how to preserve food, how to live simply and get the most out of available supplies. School patrons should be asked to sign pledges to "Save—Simplify—Substitute".

For Classmate Volunteers

Pupils in some of the New York City high schools are making plans to rally behind classmates of military age who enlist, reports *New York Teacher News*. These pupils will "adopt" their classmates who have left to join the armed forces, and will supply them from time to time with smokes, sweets, books, and letters.

Course on Civilian Defense at Everett High

The first course in junior training for civilian defense to be offered in Massachusetts, possibly in the country, is claimed by Everett, Mass., High School, reports Helen L. Clark in *The Massachusetts Teacher*.

Announced in an assembly on Nov. 5, the course occupies one period a week for 14 weeks. Subject matter:

1. Incendiary bombs: description and function, right and wrong methods of taking care of them.
2. Fire protection and the stirrup pump.
3. Identification, kinds, and effects of poisonous wartime gases.
4. First aid for gases and burns; treatment of shock and bleeding; gas masks, function and care.
5. Blackout principles, choice of shelters and their equipment.

6. Cooperation of the householder with air raid wardens; scope and value of civilian services.

At the preliminary assembly, Prin. Martin G. Sanborn explained the course to be given, and offered pupils an active part "in any defense activities in Everett". Speakers were an army major representing the regional Committee on Public Safety, and an official of the Women's Civilian Defense Corps. "Warning", a film showing civilian defense activities during a London raid, was shown. Teachers who give this curriculum course were prepared by a six-period lecture-demonstration program attended by all Everett teachers.

Soap-for-Britain Drive at Smedley Junior High

Promptly after an assembly talk by a British War Relief worker at Smedley Junior High School, Chester, Pa., pupils accepted the suggestion of Miss M. C. Stetser, principal, that they engage in emergency service activities.

The Willing Service Club was formed the same afternoon, Oct. 3, reports Nathaniel Plafker, English teacher, in a letter to THE CLEARING HOUSE. First activity of the club's first week was a successful drive to collect cakes of soap for Britain.

The goal was 1,000 cakes: "By Friday, Oct. 10, we not only had 1,000 cakes of soap, but exceeded our goal by 900. As I write this, 1,900 cakes of soap have been sent to Britain."

U. S. Schools Win a Victory in War-Job Training

A day or so after the Japanese attacked Pearl Harbor, the U. S. Office of Education issued a report

on defense-training progress that gave American schools something to shout about:

U. S. schools have trained 29 times as many workers for war industries in the 17 months ending November 30, 1941, as they trained during our 17 months' participation in World War I. Total trained in the past 17 months is 1,776,000, as compared with 61,000 in 1917-18.

Through smoothly functioning cooperation, reports the Office of Education, Federal and State vocational administrators, guided by the advice of labor and management, are ready to meet needs for trained workers as they arise in industries vital to our national welfare.

"Remember Pearl Harbor!"

A new slogan, "Remember Pearl Harbor!" made its appearance on communications of the U. S. Office of Education, beginning December 11.

School District Adopts Bombed Town

"Adoption" of the bomb-shattered little city of Ramsgate, England, by the 275 schools in the North Central District of North Carolina was voted at a meeting, reports *North Carolina Education*.

Pupils, teachers, and patrons of the 275 North Carolina schools will have an opportunity to correspond with the people and evacuated children of Ramsgate, and to send them collections of clothing and supplies. Ramsgate, English port of 30,000, lies convenient to Nazi bombers on the coastal jut a few miles from Dover, and was destroyed in World War I. Its present ruins are under perpetual threat of bombardment from sea and air.

More than 100 American cities have adopted British communities, but Ramsgate, it is claimed, is the first to be adopted by a teacher group.

Collecting Paper and Metal: a Plan that Clicks

The nation's war effort calls for collection of paper, scrap metal, and tinfoil by the student bodies of schools. If you want to put this activity over with a bang, here are tips from Thornburn Junior High School, Urbana, Ill., which has developed its effective collection plan over a period of more than 10 years. The following points are taken from Prin. A. H. Lauchner's article, "Old Magazines", in the September 1940 *CLEARING HOUSE*:

1. Organize the collection drive as a competition between homerooms.

2. Set aside a "collection day" and have the

pupils canvass the town—relatives, friends, and neighbors—as far ahead of the day set as possible. Pupils should ask people to begin saving paper and metal items, and should promise to call for them at any time desired by the donor.

3. Get newspaper publicity to reach people not contacted by the pupils.

4. Boys and girls in each homeroom can set up "receiving stations" (one attic, garage, or basement may serve as an assembly spot for the collections of two or more neighboring pupils).

5. Big stacks of magazines and newspapers, and many odds and ends of metal objects are difficult to handle. Parents or others can help to dig up wire or cord for making neat bundles of paper, and to box or package smaller metal objects.

6. On the day or days set aside for assembling collections at school, automobiles, trucks, small wagons, etc., can transport the loot from the neighborhood "receiving stations" to the school.

Entertaining the Boys

The Chicago Teachers Union is urging members to get in touch with the local Service Men's Center and volunteer their services in entertaining visiting soldiers. Suggestions are that teachers invite the boys to dinner, or take them on an automobile ride around Chicago and the vicinity.

If there is an army, navy, or air base near your community, it's an opportunity for faculty members to do a little morale boosting.

Hot School Lunches Fit Wartime Need

There are 9,000,000 undernourished school children in the U.S., and last year only 5,000,000 of them got free school lunches, reports *Consumers' Guide*, publication of the Department of Agriculture. The other 4,000,000 undernourished pupils were in schools that had not set up a hot lunch program using surplus commodities, with the help of the community and the Department of Agriculture.

In the wartime drive for physical fitness, the hot lunch plan, with free lunches for pupils who cannot pay, will play an important part. Two free pamphlets, *School Lunches and the Community* and *More Facts about School Lunches*, may be requested by postcard from *Consumers' Guide*, Department of Agriculture, Washington, D.C. For 10 cents (not in stamps) you can order a booklet containing menus and recipes for school lunches, *School Lunches Using Farm Surpluses*, from the Superintendent of Documents, Washington, D.C.

(Continued on next page)

SCHOOLS FOR VICTORY (*Continued*)

Cigarettes for the Regiment

Teachers and parents in the Harlem section of New York City recently ran a dance and raised \$120 with which to buy cigarettes for the 369th Infantry Regiment.

Every School Cafeteria a Food Canning Center

Every high-school cafeteria can take a place in the nation's wartime campaign for food conservation by offering its services to community housewives in out-of-school hours or during summer vacations as a Community Food Preservation Center.

The idea is for school cafeterias to open their doors and offer their equipment for community food-canning activities, under trained supervision of school personnel. Such centers can also serve as a clearing house for information and practice in home canning. But many people can't afford the equipment it takes to can foods at home, and that is where the cafeteria equipment will serve them.

The Department of Agriculture's new 10-cent booklet, *Community Food Preservation Centers*, explaining the plan and how it works, may be ordered from the Superintendent of Documents, Washington, D.C.

This spring America's backyards will break out in a rash of wartime gardens, and the surplus over immediate needs that they produce will represent a food waste unless canned. And as usual, some farmers will find they have grown certain vegetable and fruit crops that can't be picked and sold. Community action through school leadership can rescue and preserve much food that otherwise would be lost.

Tolerance in Wartime

Many realize that war will bring emotional tensions; a demand for conformity of opinion, persecution of individuals with foreign backgrounds or ideas which vary too widely from the norm. Teachers should be a powerful balance to keep such pressures within bounds; the school should be a center of tolerance in any emotional whirlwinds. —*New Jersey Educational Review.*

Pan-American Unit Plan Using Few Books

How the average high school, without many books as yet on Latin-American countries, can de-

velop an emergency unit on Pan-American History is explained by Lee E. Triebels and Florence E. Harden in *The Social Studies*. Highlights on the unit they prepared for use in Riverside, N.J., High School are:

1. In the absence of adequate books, classes will lean heavily upon *Readers' Guide to Periodical Literature* as a key to magazine articles. Librarian can assist pupils in making and using a bibliography and in locating sources of pamphlet material.

2. Each pupil selects one country in the Western Hemisphere upon which to make a written report and an oral résumé of the report. All pupils are expected to know certain basic facts about all countries covered in the unit, from the oral reports of other pupils.

3. Each report must include: settlers in 1700; how independence was achieved; men prominent in achieving independence; important changes in government from 1800 to present; imports and exports to and from U. S.; relations with other Pan-American nations since 1900; type of present population; and present government and political leanings.

4. Optional extra activities: political or economic maps, import-export graphs, brief biographies of such leaders as Bolivar or Juarez, oral reports on available novels set in Latin America.

5. New-type test covering class reports, and one discussion question on pupil's own report.

Sources of free teaching materials, unit outline suggestions, booklists, etc.: Pan American Union, U. S. Office of Education, and National Education Association, all of Washington, D.C.; consuls of various countries (World Almanac for addresses); American School of the Air, Columbia Broadcasting System, New York City; American Junior Red Cross, New York City; and Coordination of Commercial and Cultural Relations between the American Republics, Commerce Bldg., Washington, D.C.

400 War Relief Garments

More than 400 garments were collected in a drive organized by the Junior-Senior Girl's Club and the Senior Council of Morton High School, Cicero, Ill. The Polish National Alliance, British War Relief, and Czech refugees in English territory were the main beneficiaries. But a few articles were kept because they were needed by certain pupils in the school (who need not be forgotten in the war enthusiasm).

Several local cleaning establishments, reports *Student Life*, volunteered their service in cleaning the

garments, which were later mended by war-relief workers.

School Nutrition Drive in War Program

Food for Thought—The School's Responsibility in Nutrition Education is a new 15-cent pamphlet in the U. S. Office of Education's Education-and-National-Defense Pamphlet Series. It reports on our national nutritional status and suggests how schools and communities can provide nutrition education and services.

"The major casualties of any national crisis or war are never to be found in the lists of soldiers or sailors wounded and dead—but in a sickly, starving population," the pamphlet points out. "A nation in crisis needs food in quantity, quality, and balanced proportions to preserve the faith of its people and to maintain national unity, morale, efficiency, and fighting strength."

One chart identifies characteristics of malnutrition and undernourishment in children. Others show causes of malnutrition and vitamin foods essential to good health. Copies may be ordered from the Superintendent of Documents, Washington, D.C.

In ordering government pamphlets, never send payment in stamps.

War-Stamp Sale Starter

Off to a good start in the Defense Savings Stamp drive were the public schools of Marshfield, Mass., where three local business and women's clubs supplied the funds for providing each pupil with a stamp as a starter. *The Massachusetts Teacher* reports that elementary-school pupils received a 10-cent stamp, junior- and senior-high-school pupils a 25-cent stamp.

Schools Join in Drive on Books for Soldiers

The National Defense Book Campaign, which is expected to dig up some five or ten million books for the U. S. armed forces and merchant marine, offers a good opportunity for a student-council or a homeroom drive.

Public schools and libraries will serve as collection centers for the campaign, which is sponsored by the American Library Association, the American Red Cross, and the United Service Organizations. Books collected should be classified and listed, and reported to National Defense Book Campaign Headquarters, U.S.O., Empire State Bldg., New York City, from which distribution will be controlled.

Schools vs. Home Shelter

In case of an air raid, is it better to send pupils home, or to keep them in the school building?

During the practice or false air raid alarm in New York City on Dec. 9, pupils were led into the streets and ordered to go home. The Board of Education has decided that this was a mistake, and that during an air raid pupils would be better protected in the safest places in the big school buildings than in the streets on the way home. Possibly the comparatively frail structure in which the average pupil lives also had something to do with the ruling.

Whitney High's Assembly on Latin America

Idea for a school assembly program on Latin America by pupils who have been studying the subject is reported in *Among Us*, news letter of the N.E.A. Committee on International Relations:

Commercial Geography pupils of Whitney Vocational High School, Toledo, Ohio, had just completed a study of South American countries. They decided to spread their knowledge to the student body by giving an assembly program. Plot or scheme of the program was that a group of girls in a sorority house were studying for a test to be taken the following day. The conversation was about South American countries, the Monroe Doctrine, the world situation and South America's part, the liberator Simon Bolivar, etc.

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, *THE CLEARING HOUSE*, 207 Fourth Ave., New York, N.Y.

LANGUAGE HABITS:

Teachers propose, pupils dispose!

By
WILLARD BEECHER

IN THE NOVEMBER issue of THE CLEARING HOUSE, C. G. Hannaford poses and attempts to solve in "Every Teacher an English Teacher" a most interesting problem. He had noted that young people capable of using excellent English in class kept on talking elsewhere as they had before they had ever seen his class! As a result of this observation he began to question the validity of all his efforts and to seek some logical answer as well as a practical solution to the difficulty.

For some time he listened to informal pupil conversations and came to the conclusion that children get their language habits from their environments rather than from their English teachers. (This discloses a formal conspiracy on the part of English teachers to regard the contrary as the true state of affairs.) To Mr. Hannaford's eternal credit, he got the cart squarely behind the horse. But once he got it there he started

the cart gently pushing the horse toward his (Mr. Hannaford's) goal—"desirable language habits".

Carts do not push horses or guide their movements; but horses pull carts in whatever direction the horse is headed. Mr. Hannaford's suggestion for improving language habits is to weight the cart by making every class add emphasis to English usage in the hope that the pupils will be pushed into better habits. This is a "mechanistic" interpretation or solution which regards the child as an automaton. It expresses the belief that if the child is obliged to use correct language consistently during school hours he will adopt or select this form of expression as a habitual response.

The education of children would be a simple matter indeed if we were given the power to create *their* responses. Whole schools of psychology are built upon the belief that we can condition reflexes in other people. But alas, or thank God, this is not given as a power one man has over another.

All education is, in the end, *self-education!* In the final analysis, we decide what kind of language habits we shall employ. This decision may be of a conscious kind, as in the case of those individuals who were born in the sticks and later develop a broad English accent from too much partaking of tea and crumpets with Anglo-philis. Or the decision may be an unrecognized striving to gain a secure footing in some clique, gang or group which has a unique idiom of its own.

Mr. Hannaford contends that "our language is the result of non-conscious imita-

EDITOR'S NOTE: *If you have ever had pupils who seemed to be impervious to instruction in good English usage, then you are in the same boat with almost every other high-school teacher in the country. Don't look now, but Mr. Beecher says the boat is full of holes. He believes that the plan of making every teacher an English teacher will only increase the pressure against an immovable object. The author, a consulting school psychologist, attempts to explain why such pupils are immovable in the face of academic English instruction, and to indicate how they can be reached and allowed to move themselves.*

tion". This is probably most true of very young children, but it is doubtful if we can say as much after they have been subjected to school influences. At this stage a child is confronted with the nature of his present mode of expression and offered a classic form. What he does about the matter depends on his estimate of himself in relation to the outside world.

In short, he will develop the language appropriate to his "Ego-Ideal" in the belief that the kind of speech he selects is best adapted to furthering his personal worth in the eyes of those *who seem significant to him*.

An example of this selectivity may be seen in the case of two brothers. The older boy from his earliest years expressed an interest in becoming a preacher and the younger boy expressed a preference for becoming a farmer like his father. As may be imagined, the older boy developed excellent language habits from the beginning. Any hint given him of a mistake he had made was regarded and used to improve his speech. His whole demeanor agreed with the more outward aspects of the clergy.

At the same time, the younger son elaborated a manner of speech more provincial than that of any member of his family; he seemed to revel in picking up the worst examples of spoken English to incorporate into his conversational style. And his general behavior was modeled on that of the hired men! Any attempt to improve his speech met with disdainful rejection; he had what *he* wanted.

Or take the situation of the substitute teacher who assigned a portion of Silas Marner to a group of "underprivileged" children. The following day she asked a general question which was met with a dead silence. Finally she directed the question to a particular child, who answered with a question of his own. In a voice dripping with disbelief, he asked, "Guys don't talk like dat—de way dey do in dis book—do dey?"

It is too much to expect that any school curriculum *can* be devised which will impart standardized language habits impartially to children, for children are *not impartial* to language. Each child considers himself as a part of some cultural group. If he approves of the ideals of the members of the group, he will agree in *his language and behavior* with what is current within the group. If he considers the group to which he belongs to be lacking in social significance and on the "wrong side of the tracks", he will select some other cultural group as his ideal and train all his faculties to agree with the standards of that group.

As Mr. Hannaford points out, we get our language from our environment: our homes, playmates, Sunday School, movies, radio, papers, books, schools, etc. This means that we hear everything from the best to the worst and are free to emulate that which *we prefer*. It is not a lack of good example or the presence of bad examples that determines the final result. It is, in the end, always the Cultural Ideal of the individual himself which will be the selector of those examples he chooses to incorporate into his own linguistic patterns.

The so-called "conditioned reflex" is more aptly described as a reflected image of the child's social ideals—the kinds of social behavior he values and the kinds he scorns. His "language habits" are a symptom or straw-in-the-wind which will change only when the wind and his climate of opinion change.

Most literature courses are arranged on the premise that high cultural ideals are contagious like measles, that we have only to expose children to *Ivanhoe* and they will eschew Dead-Eye Dick! No one ever saw it happen. The Dead-Eye Dick kind of person reads Dime Detective stories when he becomes an adult unless some factor intervenes to change his fundamental conception of himself in relation to the outside world. Literature is not the tail that wags the dog; it has no such power. It is high time the

English curriculum be revised; it has been all but useless for too many years.

More power to Mr. Hannaford—and would that there were more teachers in all subjects like him! But the remedy is not “more and more of the same old thing”, as might be inferred from his article. Teachers might read such books as Ruth Benedict's *Patterns of Culture* and *Growing Up in New Guinea* by Margaret Mead, before devising any more educational theories.

We speak of environment as if it were a simple black-jack that hits a child on the head; we have little or no knowledge (as a group) of the intricate forces implied. *Group customs and traditions are the real teachers of children*—not we who pretend to teach them. If learning “good language

habits” is a violation of the mores and sentiments of the group to which a child belongs, let no teacher be vain enough to believe that there will be a transfer outside his classroom while that child continues to identify himself with his particular group. The child is no fool; he dares not endanger the “cultural support” he gets from his group by using high-hat language on it.

Mr. Hannaford rebelled at the sense of futility which supervened when he became aware of this lack of transfer. May he enter the ranks of the Blessed—and thousands of other teachers follow him. Doubt is the beginning of all wisdom! He will learn much, and go far toward correcting the belief that teaching *results* in learning—via a curriculum.



Fashion Dept.: A Teacher in Red, Etc.

First, there is color. Let us see how important color tones can be. Did you ever hear a student exclaim that Old So-and-So had no sense of humor “a-tall”, that she wouldn't even pretend that a bit of wit was floating about? Perhaps if that drab grey jersey “uniform” which Old So-and-So wears could be transformed into a soft rust wool crepe, with a daring bit of chartreuse as an accent, and perhaps an up-to-the-minute hairdo, a sense of humor would escape.

Who would continue to be old Sober Sides, even on the proverbial “blue Monday,” if she wore the loveliest blue of the dephinium, set off with just the right note of violet and an accent of orange-red somewhere—in lipstick, of course! It does the trick!

Speaking to students in the hall creates a friendly atmosphere, but one must have the right voice. One could walk down corridors greeting students in tones that would startle them into polite reservation, or would send them scurrying away. What's the matter with that instructor? He needs a “lift” from the three-year-old brown tweed suit he's wearing. Exchange it for the latest in blue-green gabardine, and listen to the lilt in his voice. Perhaps a smart tie the hue of a maple leaf turning yellow-red.

Have you ever seen a teacher in red who wasn't full of charming laughter? Students like bright colors, and it is said that red is the first color appreciation. Watch the tiny tot reach for the red balloon; listen to the “ah's” and “oh's” when children see the red dress the teacher is wearing.

Red is startling, perhaps too much so for day-after-day wear. But quieter hues can be interspersed with the red throughout the week. Nature knows all about using red; little bits in flowers amidst a background of green, under a sky of blue; cool colors in large areas. Sunshine and poppies take care of the rest, Nature tells us.

It doesn't take a great deal of money to purchase clothes in correct colors to do things for the personality of the wearer. Even in a community where Bob and Jane have to wear castoffs, a teacher may choose a dress that can be hopefully admired because it isn't an expensive model, and yet has all the distinction that the right color, texture, and design can produce. Students will like a soft gold suit, wool crepe, hand-made, set off with a variety of blouses in blues or greens or browns or rusts of the most pleasing tone quality. A dash of third-color harmony can be added in a handkerchief in the pocket.

What about the larger and more robust figure? Subdued cools or neutrals in soft, dull textures and simple designs make up the ensemble here. A navy blue suit with an orange tangerine blouse one day, or a chalk-white, crispy dickey another day, or a plain tailored beige would add variety, and still make the larger figure attractive. It would add that classic professional look. What teacher would feel dumpy for any part of the day in such a costume?—MRS. THERESE WARBURTON in *Michigan Education Journal*.

STRIKE ONE:

When the ice plant workers "walked", our pupils followed the first strike Greeley ever had

By

DOUGLAS S. WARD

FIRST PICKET LINE IN LOCAL HISTORY" was the headline about the strike at the ice plant. Reactions were immediate. "They'll never do any good in *this* town. We don't have much truck with unions."

"The boys have my sympathy. Daylight to dark they work, I hear. 'Taint right."

"Sets a bad example for our *satisfied* workers."

Six pupils had volunteered to find out about the strike and report to the rest of the school. Sitting around the big table in room 221, they were reading the local paper's story on the strike.

"How'll we go about this?" one asked.

"Well, we could divide into two groups of three each. There are just six of us."

"That's it! One group could see the strikers and—"

"I'll take the company side. My folks know the manager."

"The company lawyer lives just three houses up from us."

"Then you'd better be on the company

committee. You have good contacts."

"Now let's see," interrupted the teacher.

"Lois, Russell and Doris are seeing the company representatives. Is that right?"

"Correct!"

"Glenn, Kay and Dorothy will interview the strikers and the union organizers. What will you do next?"

"The strikers committee had better go down to the plant and talk with the pickets," Glenn suggested.

"Yes, and we can see the union organizers there—or the strikers will know where they are."

"My uncle is one of the strikers. He'll give us the dope."

"We'd better telephone the plant manager and ask for an appointment."

"What time shall we ask him to see us?"

"Any time he says. Business men are busy people."

"Yes, we don't want to bother them."

"Not if we expect to find out anything from them."

"The plan sounds reasonable to me." It was the teacher again. "There are a couple of things that both committees should keep in mind. You are merely after information. You are not 'lining up' with either side. Glenn, you will have to be careful to keep your sympathy with the strikers under control."

"We'll see that he does!"

"Another thing. You have all read the story in the paper. Is it complete?"

"Nol"

"I'll say not."

"It doesn't say anything about . . ."

—*—

EDITOR'S NOTE: *The first picket line ever seen in Greeley, Colo., appeared when workers in the local ice plant went on strike. The author's social-studies pupils in the Secondary School of Colorado State College of Education had read about labor problems in their textbooks. But here was an opportunity for them to investigate both sides of an actual labor dispute—to rub elbows with the real thing. What they did and how they reacted are Professor Ward's story.*

"Then you had better write out the questions you want answered."

"Let's get busy. Maybe we can go down next hour."

They were standing outside the strikers' "picket headquarters," a home-made trailer house covered with tar paper and signs—"Ice Company Unfair", "We want a living wage", "Don't be a Scab, it might turn into a Bad Sore".

A striker, carrying a picket sign, had stopped his tiresome pacing.

"How long have you belonged to the union?" a pupil asked.

The striker was smiling stiffly, as a man will whose face has been chilled by January wind.

"We joined about two months ago."

"But why did you join a union from out of town? There are unions here, aren't there?"

"Yes, but not the right kind. You see . . ." and his voice was lost as he shuffled toward the other end of the bare-walled plant. The committee members went along too. They watched him intently. Someone dropped behind to write in a small notebook.

A car turned in the driveway toward the plant office. The pupils' company committee, coming from an appointment with the company attorney, was now going to see the plant manager. The driver blew the horn and two of his colleagues on the striker committee turned to wave.

The investigators learned quite a bit—but not enough. They all got back to school for physical activities at eleven o'clock.

The next morning the original six again pulled their chairs up to the big table in room 221.

"What did the manager say about the company being in inter-state commerce?" someone asked Russell. He was the spokesman for the company committee. Before he could answer Kay wanted to know something.

"Say, what does the NLRB have to do

with this? I never thought about that."

"What is it? NLRB! More alphabet soup."

"Someone had better look that up," the teacher suggested.

"I'll do it. Can I go to the library this period?"

"Look at these notes. I can't figure them out. We need to get things in order."

"And we forgot to ask that question about the outside labor organizer."

"I want to know why three men refused to strike. How can we really get the answer to that? The *right* answer, I mean!"

"There's one thing sure. We're not ready to report on this *tomorrow*. Can't that assembly be postponed until next week?"

"Yes, we'd like that better, too. We could get a lot more material."

"And organize what we have."

The assembly was postponed.

There were almost 200 pupils present when they got together in the auditorium on Monday. The committees, with their notes fumbled by sweaty fingers, were on the stage, sitting behind a long table borrowed from the library.

A faculty member was already speaking.

"And since this is our first strike we thought it wise to find out about it. The people here on the platform, whom I will introduce in a moment, will discuss the strike for about fifteen minutes. Then you will have plenty of time to ask questions."

"Now to introduce the committee members. They are, your left to your right, Lois . . ."

The discussion time galloped away before more than half of the important ideas had been brought out. But the audience was eager to take part.

"We couldn't hear what Kay said about the hours the men worked."

"Why did they pick January as the time to strike? It's an ice plant, isn't it?" That brought a laugh, and a not-too-satisfactory answer.

"How do the strikers get money to live

on while they are not working? Where?"

There were many more questions, and as many answers.

A counselor-teacher rose. (Oh yes! The teachers asked questions too.) "I wonder how many of you who are planning to enter a certain vocation have investigated this matter of unions? Will you have to join a union to get a job? What will it cost you to join?"

There was a pause. Murmurs of interest purred 'round the big room.

The chairman interrupted the vibration.

"How many of you are going to look into this matter of unions in the particular job you expect to enter?"

Fifty hands shot up quickly.

There were several announcements before the bell rang. Then every one got up to go out into the hall. The student forum on the strike was over.

In the months that followed a hall bulletin board of clippings, kept up-to-date by interested pupils, told the story of the strike as it developed. Small groups frequently clustered about the board. There was little argument; merely discussion of the facts contained in the latest news story, or a sidelight from someone's uncle who lived next door to one of the strikers. Many pupils knew the owners and the manager of the company, and their reactions were also reported.

Strikes, labor unions, picket lines were things about which these pupils had known

almost nothing—except through reading. Now, with a real strike into which they had been afforded an intimate view through the student forum, the subject became real.

Unlike some of their parents and neighbors, few of the pupils became excited about the strike, about unions, radicalism among laborers, or high-handed employers. It was a subject in which many were deeply interested, a subject to which there were many sides, and about which the ordinary person could hope to know only part of the whole truth. Certainly, it was nothing to get excited about. This was the typical pupil attitude.

A few young people, previous to the forum, had expressed heated views on one or the other extreme concerning the strike. As the weeks rolled by this group became much more subdued. The pro-company group was early dismayed by the disturbing stories told by strikers. The pro-striker group, through actual and vicarious contact with the meagerly supported strikers, realized how dependent were the workers upon a regular pay check, no matter how small.

No objective test can measure adequately changes of outlook on such a situation as this. The forum brought results far more real and more dramatic than a mean test score could show. And the changes are still taking place in the ways pupils react to the local strike, and others like it.

That is why we say that the *real* forum on the strike is still going on.



Dangerous Oversight

To enter college the high-school graduate must have spent at least two years in the study of the language of another people, but he need not have spent one hour in the study of his own nation's history, ideals or problems. To be graduated from college the student must have a reading knowledge of at least one modern foreign language, but he can have his diploma with no knowledge or understanding of the United States and its problems except what he has learned by living here.

We have assumed for several decades that Ameri-

can youth do understand the democratic ideal of life. We have taken it for granted that they are ready, upon leaving school, to accept and discharge their responsibilities as citizens. We have assumed that they are equipped with the knowledge, skill and understanding necessary for intelligent participation in the solution of the great problems which confront the nation. We now discover, to our consternation, that in taking all of this for granted we have made a grave mistake.—WILFORD M. AIKIN in *New York Times Magazine*.

Tuscaloosa High Grows a 50th COMMENCEMENT

By
VINCENT RAINES

OUR SENIOR CLASS at Tuscaloosa High School used its commencement this year as more than an occasion for diploma-giving and award-announcing.

Instead of the usual "vitalized commencement" featuring senior speakers and seniors, we worked with materials that were peculiarly those of our community and wrought a half-hour spectacle which became a citywide celebration of the fifty years of our high school. Painlessly and entertainingly we managed, through fleeting glimpses at the past, to cover a half century of school history, set against a background of local and national changes.

From the welter of material which diligent research in old newspaper files, annuals, courses of study, scrapbooks, and wide interviewing of alumni brought forth, we selected four commencements of the past as the thread on which we arranged our details—commencements which would reveal significant growth.

EDITOR'S NOTE: *Nostalgia played an important part in the fiftieth anniversary commencement program of Tuscaloosa, Ala., High School last year. Materials for the spectacle were dug up from old newspaper files, school annuals, courses of study, and scrapbooks. There was a widespread interviewing of alumni with good memories. And the result was a citywide celebration of a half century of national, city, and school history. (This editor was somewhat startled at the quotation from the 1926 class history. Have we come so far so fast?) Mr. Raines is head of the speech department of the school.*

On the stage of the University Auditorium were arranged three masking panels: 1891 to 1911, 1911 to 1925, and 1925 to 1940. These numerals, lettered in black against a white background, indicated the years during which each of our three high-school buildings had housed high-school classes. A curving band of red and blue studded with gold stars linked the years; across the final panel ran, in script, "nineteen forty-one".

As the class president, who opened the program and coordinated the accounts of previous exercises, referred to the first commencement whiteclad pages removed the first panel, disclosing a miniature entrance of the first high-school building. From behind it came senior speakers in modern caps and gowns, representing the first graduating class. Progressively the remaining panels were drawn away until the entrance doors of our present building were visible.

Throughout the crisp accounts given by seniors representative of 1891, 1901, 1911, and 1926 graduating classes, there became apparent the growth of the town from 4,200 in 1891 to 27,500 in 1940; of the University of Alabama from 200 in 1891 to over 5,000 in 1940.

Also reflected were changes in dress, sport, entertainment. Theatres had moved from traveling stars in the Academy of Music (Fanny Ellsler in *Hazel Kirke*, 1890), through experiments by Pathe in 1901 with what was to be a new theatre art, through the 1911 combination of silent movies and vaudeville (a singer and a pianist), through the 1926 absorption with Rudolph Valentino, Douglas Fairbanks, and Raymond Griffith, to our present movie fare.

Recurring in accounts of earlier gradua-

tions were certain names that provided some continuity. William W. Brandon, for instance, in 1891 was acting as city clerk; in 1901, he had, as Major Brandon of the Warrior Guards, been honored at a giant civic celebration on his return from Cuba; in 1926, as Governor Brandon he welcomed a victorious Crimson Tide team home from their first Rose Bowl trip.

In 1901, after the commission appointed to investigate the site had reported, a canal was begun across the Isthmus of Panama. It could not have been constructed without the definite determination by Dr. Walter Reed and his medical staff that yellow fever is transmitted by the mosquito, which led to clearing Havana, under the direction of Alabama's General William C. Gorgas, of the disease that had ravaged it for so long. In the 1911 account were references to President Taft's tour of the completed portions of the Canal and his announcement that the United States would not annex Panama.

The years of 1910 and 1911 were rich in allusions: Walter Wellman's attempt to fly to Europe in a dirigible balloon, the launching at Belfast of a White Star liner named the *Titanic*, and the recommendation of airplanes and wireless for army use.

Against this background of local and national change there became visible variations in the school itself—enrolment, faculty, buildings, equipment, graduating seniors, curriculum, educational philosophy.

In 1891 the course of study listed for pupils in the three high-school classes: "practical talks on familiar topics, general history, and civil government. Compositions and declarations were required regularly. There was instruction in Latin, grammar and higher lessons in English, algebra, arithmetic, geometry, physiology, bookkeep-

ing, physics, German, and geology. Greek was optional."

By 1901 there was "in addition to the generally considered essentials, careful instruction in drawing, civics, elementary philosophy, current events, the art of composition, Latin, and other related subjects."

The year 1911 saw a march toward recognition by state and regional accrediting agencies. By 1926 the course offerings showed new emphases, a proud addition being a new manual training department with night classes in mechanical drawing, automobile mechanics, and mathematics applied to carpentry. The senior class historian of this year wrote smugly:

"We have described every war fought out in the years of human progress; we have conjugated every English, French, Latin, and Spanish verb; we have acquainted ourselves with every ancient, medieval, and modern writer, worked every mathematical problem and made every chemical experiment known to the realm of science; yet withal we have maintained such sweet humility of spirit that we have been beloved by all who have been privileged to know us."

A culminating picture was that of 1941: a high-school enrolment of 686, 39 teachers, a diversity of courses planned to fit pupils for the job of daily living in a democracy, further plans for defense-skills training.

Because we are proud of our past, and because almost every one of the three thousand citizens who witnessed this graduation was familiar with some of its details, this homegrown commencement became uniquely entertaining. Especially proud that night were four honored guests of the class—four Tuscaloosans who had been in the classrooms when our first public graded school began its opening session.



Without getting into too much trouble, could someone tell us *really* just how much improvement made in this profession depends upon politics and how much upon our abilities as teachers?—ANNE LEVICK in *Kansas Teacher*.

ALL CAN LEARN:

11 projects for Drum Hill's non-academics

By OVID PARODY

FOR SEVERAL YEARS schoolmen all over the country have been grappling with the problem of the non-academic pupil. "What can we do with them? They can't read, they can't write, they can't spell, they can't figure, they can't think! In short, they can't learn! Yet because of the higher school-leaving age, they have to remain in school. They are the cause of most of our discipline problems. Their presence in school has a bad effect on the academic pupils and standards are being lowered all along the line."

Complaints of this type are commonly expressed at all educational gatherings. It is, however, more than a restricted school problem. Our nation being a social democracy, this situation is freighted with important considerations affecting our national welfare. We cannot live half slave and half free in the realm of mind and spirit any more than we can in the economic and political realm.

The purpose of this article is to describe briefly an experimental course planned to better meet the needs of these non-bookish pupils. The course was held last year at the Drum Hill Junior High School of Peekskill, New York. Mr. Louie Anderson, a member of the regular school staff who has been

interested in the problem for some time, planned and conducted the course.

The class was restricted to ninth-grade, non-academic, over-age boys and limited to twenty-two. The class met for a two-hour period each day in a small frame building which stands on the school grounds adjoining the main building. The building was formerly a kindergarten and is equipped with separate toilet and closet facilities. The group started from "scratch" in this empty building, picking up or making their tools and equipment as they went along.

They started out with the single guiding principle that they were going to do some work which would be of interest and value to themselves, their school, or their community. They weren't going to read about how work was done. They weren't going to talk about work. They weren't going to just think about work. They were actually going to work themselves.

The members of the class had been selected by the guidance department after individual conferences in which the nature of the course was clearly explained. After recommendation by the guidance department, membership in the class was voluntary on the part of the pupils selected.

Some of the more important activities carried on during the year were:

1. Washing and simonizing of cars.
2. Care of school grounds, plants and shrubbery, laying out of athletic fields.
3. Care of some school equipment, sanding and refinishing of tables and chairs. Minor repairs to other equipment.
4. Construction and operation of a school weather bureau.

EDITOR'S NOTE: *This article reports on an experimental course developed by Drum Hill Junior High School, Peekskill, N. Y., for 9th-grade, non-academic, over-age boys. In this course, they not only learned without benefit of books—but contributed something to the school in doing so. Mr. Parody is principal of the school.*

5. Building of pupil voting booths for use at school elections.

6. Minor repairs to home equipment, lawn mowers, phonographs, radios, stoves.

7. Construction of a number of bird houses for the local Garden Club.

8. Making cold frames and growing plants.

9. Building of a picnic table and fire-place for use in Depew Park.

10. Construction of stage furniture for the annual faculty play.

11. The major activity of the year, however, was the collecting of discarded toys through the cooperation of the various homerooms. These toys were then repaired and repainted by the class. At Christmas time the boys used the school truck to distribute the toys to under-privileged children in the community. In all about 2000 toys were collected, repaired, and distributed.

These activities indicate the nature of the material results achieved. More important than these by far, however, were the changes which took place in the personalities of the boys. Formerly this group of over-age, non-academic pupils were definitely anti-social in their attitudes. They had caused most of the discipline problems in the school.

During the past year there was a marked

change. The number of times they were sent to the office dropped off considerably. Their attitude toward public property was greatly improved. They were taking care of it. Their relations with their fellow pupils were much healthier. They were doing socially useful work and were respected for it. Their attitude toward authority changed to a remarkable degree.

The results were so encouraging that this year we are offering a general occupations class for girls, and the boys' work is to be supplemented by a class in handicrafts. We are also keeping in close touch with the New York State Employment office in our community so that we can know what experiences are marketable on the semi-skilled and unskilled levels.

Toward the close of school last year a group of boys from the general occupations class were asked, "What are you fellows going to do next year?" Apparently they had been discussing that very question because instantly the reply came, "You know what we would like to do? We would like to flunk the ninth grade and come back to junior high school and take general occupations with Mr. Anderson again."

They can't learn? They can learn if . . . teachers can learn.



Vacancy: Seventh Grade

By ETHEL ERKKILA

Do you sing, Miss Brown?

Yes. (Like a wren, fine Sir)

Do you stick to your job?

(Does a bur to fur?)

Do you know the arts?

Do you paint?

Do you draw?

Yes, yes. (Even Picasso's

Within the law)

Do you solo at clubs?

Do you lead a choir?

Yes, yes. (I wade

In melodic mire)

Do you follow the rules?

Do you mix in a crowd?

Ah, yes. (My head is both

Bloody and bowed)

Do you discipline well?

Quite. (A worm *will* turn)

Do you smoke?

Not yet, dear Sir,

. . . But I can learn!

ONE Teacher's REALITY:

I look with unfooled eyes at the adult community into which my pupils will go

By JOHN STILLWATER

IT is a late November afternoon as I am leaving school under a thin moon. Over the trees at the Mason's Hall there is a faint glow. I know that the heaped-up clouds behind me, convex mirrors that extend the red into the east, must be standing several miles off over the river, and slicing up the water with light for the homing fishing fleet with its sails down.

Yet, here before me is something better than the romance of sails: eleven hundred children are just going home again, each to his doorstep, each with a day momentous in its own right. I am sure I should rather hear a young student shuffling home from school at evening than to view a schooner, top-sail bellied, fading into the sun.

How I should love to sort out and catalog all the countless impressions, however



EDITOR'S NOTE: Mr. Stillwater is an idealist only where his pupils and their potentialities are concerned. In this article he writes frankly and realistically of what goes on in his mind when he thinks of the world of his pupils, and of the world represented by the community outside the school walls. He knows what goes on in the local city hall, and doesn't like the favorite theme of the "well-parished ministers", and realizes his own shortcomings as a teacher in the face of certain facts. The author is writing strictly about his own community, and readers may apply what he says to theirs only as the shoe fits. "John Stillwater" is the pen name of a high-school teacher who has identified himself properly.

trivial and fleeting, that pupils have absorbed this day and are now unconsciously carrying homeward, impressions that some day will be running back again to the earth like rain! Added up, these are a surer index to reality than the arithmetical progressions or dangling gerunds they just left.

Like Degas with his ballet dancers, I should want to do hundreds of studies of pupils, fresh and original—a world that nobody ever quite saw before or painted. These pupils in this scene; they are mine! No painter has seen just that!

Two boys from "make-up" stroll down the maple walk and with public voices part at the corner, one whistling an improvised blues. Behind me in the shadows the football team is still practising, and I catch triumphant shouts from a well-executed play or the muffled howls of a smeared back-field, and, over all, the chattering of the line to keep up its morale. In the locker room I can imagine the trembly, sweaty legs of the scrubs, exhausted but mysteriously resilient, for playful yelps, as from a tiled megaphone, escape from the grated windows.

And now a narrow band of yellow is forming in the sky, like a hoop to keep the barreled blue in place. There are lights from the library windows, the boiler room, and the commercial room, late typists mainly; soon a faint chorus of girl voices comes as if from on high—from the third floor really, a Lord's Prayer descant for the assembly tomorrow.

Their eightfold "Amen" floats from the most incongruous detail in the scene—the

school building, a crude square block of brick, with hollow eyes unrelieved in their wide-open stare; and the tall black chimney and squat boiler room make the whole look like a hosiery mill or rug factory. In its small area, scarcely a block long and a hundred feet wide, is the place where one "learns", where by the voices of forty teachers the heritage of America and the world is transmitted, where in rows of hard desks the democracy of the barricades and of foot-frozen men is interpreted by timid teachers such as I; yet within this cramped and crowded space a thousand children glimpse for a few hours a world more benevolent and true and of the spirit than that vast area of the horizon about me, and conversely it is this same broad sweep outside that gives school what little meaning it has.

At such moments I am never quite sure which is reality—this world of corridors and lockers, of canned experiences, and of the bookish past, or this vast world bounded at present by a colorful horizon.

I move about a hundred yards beyond the football scrimmage, and then stand still on a bare, shapeless spot of ground that a thousand happy feet know as "first base". In another world, down across the creek, the blast furnace is dropping pig iron into freight cars in rumbling, clumsy, time-spawning rhythm. Close to me, cleats are now scraping on track cinders and little sparks flick from the heels of the heavy-togged runners as the coach lets them rush for the showers.

Now come the street lights as natural as stars or fireflies, as if they always belonged to night, granted as a boon from Eden. And from the distant concrete boulevard the hum of tires, once very alien to night, I want to be as natural to me as the swish of the withered grass bounding the children's base.

Here, in the immediate confines of the school and within that lumpish pile, it seems, is Auburn, here the heart of Arcadia, and surely in the Eternal Mind something

like this must have been the end for which the world was made. It is to me as if nature tries out perfection at intervals and here before me is the proving ground for a few of her ultimate hours, which she intends to use at a distant time when she shall grant us permanently one of our utopias.

For my remaining decades the days could go on just like this, peaceful, idyllic, and not quite real, a world emerging but never quite born. And yet when I contemplate such a halcyon existence there seems to be an insignificance to the rest of my days that borders on futility.

No he-man would care to live this kind of life. I seem to be in a vacuum, in a world with a transparent bell jar about it. I have no right to be happy like this—I who deliberately stand off at the edge of the hurly-burly. Even though the closing bell has rung, I find myself trying to prolong the unreal world of school, trying to extend it with the help of a dying sun that makes details as vague and tenuous as the classroom.

As I now wade through the playground weeds, I think of the adventurous energy and individual activity in the rise of the C. I. O. movement; of the scheming that built those great political machines of the Hague type; of the vast governmental bureaus set up and functioning; of the Communists who are willing to be hounded and get themselves into such perilous situations; of the Christian Frontists hawking their pamphlets in the rain; of the elaborate program necessary to organize an adequate national defense; of men losing jobs for causes.

Why, there, almost engulfing me, is the dark, squatting water tower of the factory, symbol of the fifteen-dollar-a-week workers whose children I seem unable to reach in this class-conscious city. Beyond it is the city hall spire, which I could not have seen but for a rosy tint defining its arrowy contour; the children are already infested by the rankness of its spoils system and the

irony of constitutionality declared by county lawyers whose supreme hope it is to be rewarded some day by a judicial appointment.

I can see the roofs of run-down colonial houses that witnessed many a scene of simonry and political chicanery and are now improvised apartment houses. Youngsters living in a county seat can see the heart of a democracy laid bare.

At this moment I hear a church bell: the favorite theme of its well-parished ministers is to castigate the unfortunates on relief, and still unctiously to maintain that "the greatest of these is charity". It is no wonder that my pupils dismiss the unemployed as outcasts with the retort, "It is their own fault". It is a peculiar town—a town without large-scale civic philanthropy.

What good am I doing if my pupils only reflect the prejudices, materialism, and over-indulgences of those regulating the status quo?

So, if I don't think too much, my next twenty years could be peaceful and serene, and when I retire there might be a testimonial banquet in my honor. I smile as I discover that the immediate origin of my testimonial-dinner reward is the late Chips' film. But now in the larger perspective of the sunset and the war, I sense the futility of the Chips' type of life—my life—that never knew fervor and the grand cause.

His career now seems smug in its closeted, verbal democracy; his life seems ironic, seeking significance in an obsolete curriculum itself without contemporary significance; it seems pitifully ineffectual in its round of teas—the forerunner of a mode of modern schoolmasters whose splendid tolerance is really an incapacity to care, an easy impatience with Picasso's *Guernica* in preference to the long-gone Simoni Martini, and a charming unconcern about the rising swastika while deep in the source books of the fall of Rome.

Not long ago, just after the last world war, as a high school pupil I used to go home

from school at sunset, vowing single-handed—probably like some of my pupils this very evening—to make over the world. That was my recurring impression then, that my teachers never knew, or tested, or measured, and yet it is my supreme reality of school days. And now I have fallen to the state of sitting in the grass and observing scrimmages, street lamps, youngsters, and the thumping factory.

I am sure that if Edgar Lee Masters allowed me a poem after death, mine, from that total view, would express a futile round of going through the motions of teaching, steering a diplomatic, expedient course between Kiwanis and Legion; and in the main if pupils already in their graves could call over to mine, I should be assailed by heckling from the very ones who on earth shook my hand in gratitude, who from their greater vantage now would perceive that I had lacked the courage to be true to myself. Surely the grave would be the one grand "objective test".

In the still stronger silence—the players have all gone in except the goal kicker—I hear the golden din of romping children on the school playground. With what relief I am back in that other world I know so well.

The playful cries of children at twilight is the most characteristic sound of towns in spite of motors and factories, and why poets have generally missed the glad voices in favor of birds I do not know, nor do I know why sensitive people, who often mention gardens and bells, never speak of this evening orchestration of play-sound. One has only to stop being preoccupied and consciously listen, to be rewarded by the restless music of children at evening.

I have listened for it in the hill town of Assisi driving home from the Carceri. It is my inclusive memory of Naples as I would listen to sky-rocketing song from boys playing under my balcony. It gave life to the mute pile at Salisbury as children played games among the tombstones. It is the sound

that made alien Naples something I could understand. And it is the only spontaneity in little sleepy villages down east.

In truth, it is evening's dearest sound, for on the whole it is but a continuation of school. I am glad for a passage from Llewelyn Powys that I committed to memory for such an occasion as this: "I liked the look of these open spaces, pleasant they would be for children to play in through the long summer evening, the sounds of thin voices carrying a tremulous and ill-defined happiness to the heart of some Charles Lamb or William Blake poet, if such there be in Greece"—may I add, if such there be in my town. Who could imagine that war is raging over the earth?

The first of the scrubs are going home, their laughter singing across the shadows. They cannot see me, nor can I discern how they look, but I know. They are combing their hair or patting it down with the palm, and water is running down over the collar. Their ears, not properly dry, are cool in the evening breeze of a belated Indian summer. The girls are filing out now, some still singing fragments of the prayer, to which two of the scrubs improvise a tenor. The laughter has the added pitch of boy and girl meeting.

Pretty, idyllic, passive—this is my life. I recall the school philosophy with its section on activity and its preoccupation with doing. And I their teacher, inert, without action, absconding myself in the safe world of the classroom, and standing in the grass watching the homing pupils who *must* go out and mix with what I try to escape from—those events that in a flash render my complacent interpretations in the classroom obsolete. By the pragmatic test their teacher is himself uneducated.

At home, not ten minutes later, I look back and recapture the memory-fused chaotic scramble of the scrimmage, and pleasantly pick out and identify, where I never thought of it at the time, the individual human tones as they wove in and out of the sunset scene I have just left—Harry's, Wilson's, Tom's, and Edward's, and even Edna's obligato. No one knows how happy I am then. Of such is my reward, the poetry of a day lived, a world that is not quite life.

Yet, I constantly take this unreal picture with me to a Broadway production of a Gielgud, to a committee meeting on welfare, to the Negro-bought polls, near the rifle range at the barracks, on the train gliding through Jersey slums, before the monuments of heroes at street corners, by the Harvest Home altars of churches, up the forested hills, beside the grave of a pupil gone.

It serves as a norm—better than pedagogical rule, or law of learning, or a new fad of the teachers' college—by which to measure the world beyond the horizon, and provincial as my picture is and well-insulated from business and politics, it recurs so often that I wonder, as I stand with it among the hollow reeds by the river that bounds our school, whether, after all, it may not be more real than the C.I.O. or a blasting bomb.

If some day one of these football boys lies dying, hopelessly singed by the fiery fangs of a tank, he may take comfort not in the world to come but in fondling an impression that he forgot he had had in his store, and which is no less real even though he never knew it had registered in his flesh at the time—the click of his own tired heels on the school pavement at evening.



If teachers and administrators are to be able to interpret the critical and urgent community, national and world problems of today and tomorrow they must keep themselves well informed and they must have courage to speak the truth regardless of the possible effect upon special groups and interests.—EARL C. CROCKETT in *University of Colorado's Notes on Education and the National Emergency*.

DYNAMIC LIBRARY:

Four features of White Oak Schools Library
broaden its service to pupils and community

By
ORRLINE ELLIS

THE WHITE OAK School library is characterized by four specific features designed to vitalize and broaden the scope of its service. They are as follows:

First, the community library service; second, vitalized library instruction; third, an individualized and directed reading program; fourth, a planned course of study offered for elective credit to pupil assistants.

In the United States it is estimated that 45 million people are deprived of library facilities; of this number 40 million live in small villages or in the open country. These statistics are a challenge, and the library program of the White Oak School, located in a rural community of the great East Texas oil field, was planned to alleviate in part this inadequacy of library service. With the completion of a \$27,000 school library building in November 1940, library services and resources were made available in the White Oak community not only to the boy or girl in school but to the pre-school child and to the adult.

Although community library service by the school library is comparatively new in

the United States, the expense of providing books of interest to adults and the time and effort required of the librarian are justified by the services rendered and the broadened educational opportunities thus provided.

Two nights each week the library is open for the public, and people may come to read current periodicals or borrow books for a period of two weeks. Borrowers' cards are issued without charge to anyone living within the White Oak School District.

Generally speaking, the ever-increasing circulation of books and periodicals on world affairs and current events alone warrants this phase of our school library program. Specifically speaking—a father with the responsibility of rearing two small children can obtain a desired book on child psychology; a woman who is preparing to enter the business world finds books and magazine articles that will increase her knowledge of her work. These and many other similar reading needs can be met only by free library service within the community.

Not only is this community library service of value because it meets both the informational and recreational reading needs of the borrowers—through the influence of the parents' interests in the library there is being created within the pupils a better library attitude, and there is being developed a deeper appreciation of library services and resources.

Effective library instruction is essential to the successful school program; it should be emphasized and vitalized not as an end within itself but rather as the means to an

EDITOR'S NOTE: *Writes the author, "The four library activities explained in this article have proved quite successful. We feel that our library is playing a vital part in the school program—and that by going beyond this to serve pre-school children and adult residents, it has improved school and community relations. Our library is an adult-education project on its own merits." Miss Ellis is librarian of the White Oak Public Schools, Longview, Texas.*

end. The pupil should be made to realize that the mere knowledge of how to use the library and its tools is absolutely useless, but that this same knowledge with intelligent application in a school, college, or public library will prove of untold value.

With the principle of vitalizing library instruction as a basis, the program of library instruction for the White Oak School was planned. To make the library lessons an educational opportunity and necessity they had to be organized and administered to meet the present needs of the pupils and to prepare them to cope with their problems as students using a college library or as citizens using a public library. Our method of attaining these aims involved three specific procedures.

First, at the beginning of the school term standard library information tests were given to all pupils from the fourth grade through the senior class in high school.

Second, a questionnaire on the use of the library was prepared by the librarian and mailed to public and college librarians.

Third, the librarian prepared formal library lessons, using as criteria the needs of the White Oak School pupils as determined by the library achievement test, and the knowledge necessary for the effective use of the college or public library as shown from the findings of the questionnaire.

For a better understanding of the program of library instruction it would be well to consider the plan more in detail.

The elementary level of the standardized library information test was given to the fourth grade through the seventh grade, and the high-school level of the same information test was given to all high-school pupils. The tests were then graded by the instructors and the results were summarized by the principals. Each question was listed and the number of pupils that were correct and the number that were incorrect in their answers to that particular question were also given. This information was most important in that it showed the degree of

emphasis that should be placed on the various aspects of library instruction.

For example, in the summary of a question on the use of the atlas it was found that 220 out of 238 high-school pupils could interpret accurately the location key of a map. Another question revealed almost a total lack of knowledge of the Dewey Decimal Classification numbers.

Thus, in preparing the library lessons for the White Oak School, two lessons were devoted to the subject of classification, whereas the interpretation of the location key of a map was mentioned briefly in the lesson on miscellaneous reference books, in which atlases were also discussed. Yet each of these phases of library usage is of sufficient importance to justify a full-length question on the formal standardized test.

It is not enough to consider only the present needs of pupils, for a genuine educational activity prepares the pupil to live effectively as an individual and as a participating member of society. To prevent the library instruction from becoming a stagnant project it was necessary to know what information our pupils needed in order to be intelligent users of a college or public library.

This problem was met by our questionnaire on the use of the library, which we mailed to 55 college and public librarians. From 35 of that number replies were received. The information obtained in these replies proved quite valuable, and the librarians who were so generous of their time deserve much of the credit for the vitalization of the library instruction in the White Oak Public Schools.

The findings of this survey likewise influenced our choice of what library skills and habits should be stressed in school library lessons. At a result, the problem of note-taking and bibliography-making was discussed. With a few exceptions all answers of the librarians questioned indicated that these two skills are very important and should be included in the library lessons.

Those librarians who disagreed were of the opinion that the English teachers should assume the responsibility for instructing pupils in note-taking and bibliography-making. Yet one suggestion was that bibliography-making should be taught in the library lessons in order that there might be an accepted, uniform method in the school.

The librarian discussed this problem with a representative group of the local high-school teachers, and it was agreed to devote one library lesson primarily to the development of these skills. One standard form for a bibliography now makes it possible for all bibliographies in all classes to be uniform, thereby reducing much confusion that heretofore has existed in the minds of the pupils about the correct form. Only the right principles of note-taking are emphasized; the form or method is not particularized, as it is generally agreed that note-taking is an individual matter.

As an illustration of another type of library lesson, where the primary purpose is not to give information but to gain data we can use in enriching library service, let us consider the lesson on periodicals.

Since much adult reading and a great deal of pupil recreational reading is done in periodicals, it behooves us as librarians to give special attention to the problem of raising the standards of magazine selection. Of course the desirability of magazine material available in most of our libraries cannot be questioned, but the problem of developing principles that will result in the wise selection of magazines at the newsstand is the challenge.

Our lesson on magazines aims to develop pupil appreciation of the range and variety of current magazines, and at the same time to guide the pupil in magazine selection by giving adequate explanations of the type and scope and in some cases the editorial policies of the various magazines. This library lesson also has a checklist and a group of questions, and the information thus obtained gives us an insight into the reading

habits of the pupils. From these facts we are evolving a project intended to broaden magazine reading habits and to create new interests that will demand the reading of better periodicals.

The third step in vitalizing our instruction was the preparation of the library lessons by the librarian; the planning of and the basis for these lessons have already been discussed. To make the lessons more practical and beneficial they are given in the classroom by the classroom teachers; this is made possible only by the splendid cooperation and interest of all high school teachers.

The librarian prepared the lessons in detail and presented all information needed for the teaching of each lesson; she also drew up a work sheet of problems for assignments. All of this material was given to the teachers, who introduce the lessons to their classes. As far as possible the problems are then applied practically in meeting classroom needs.

For example, the lesson on miscellaneous reference books is given in the social-science department, since the *World Almanac* and other reference books are used primarily in that department.

The library lessons are given over a period of six weeks in four different departments—English, social science, physical education, and science.

The library is contributing to an effective reading program not only by making books and periodicals available but by directing individualized reading. Armed with the results of a reading test which was given to all pupils in the first seven grades, to show the reading level of each pupil, the librarian is prepared to cope with individual reading needs.

The child in the fifth grade who has the reading ability of a pupil in the eleventh grade is encouraged to read on that level. On the other hand, the fifth-grade pupil who has the reading ability of a second grader is assisted in locating a book on his reading level but with the physical appear-

ance of books read by his classmates. No one prepares a reading list and states that all pupils in the fifth grade shall read these books—due consideration is given the child who is above or below the normal reading level for a fifth-grade pupil.

One of the principal aims of the school library is to enrich the curriculum, and this may be done in numerous ways. In our library program this aim is the basic principle underlying the planning of library publicity. The exhibits for display cases are very often representative of some outstanding work done in the classroom, and are also related to reading material available in the library.

One particular exhibit which proved most interesting to the pupils originated from a unit of the ninth-grade English classes, in which pupils were required to write formal themes on their vocational choices. Each theme included a distinctive cover page representative of the subject matter, a bibliography, and an outline. Superior sections from all the themes were selected and placed on display.

Thus the boy with the ability to make an attractive cover page receives recognition and an incentive to improve the remainder of his theme, for his "theme is going to be on display in the library".

A collection of pictures of famous people was placed in the case with the themes; also included with the exhibit were appropriate captions and bibliographies on books of vocations, both fictional and factual, available in the school.

At the time this exhibit was shown there was also a display of approximately fifty trade journals, which made a definite contribution toward creating interest in the ordinary vocations. On the bulletin board were placed annotated reading lists of current periodical articles on the subjects of vocations and personality.

We feel that the old-style homeroom library where the pupil obtains all of his reading material within his own classroom

is not conducive to the proper development of library attitudes and appreciation.

A schedule was therefore arranged whereby each pupil in the entire school system has a library period, during which he comes to the school library. The library has open shelves, so the pupil may browse among the books, read books or magazines, and if he desires, check out a book. The child in the first grade accepts the same responsibilities as any library user, and uses the same system for checking out library books as does the high-school senior.

However, homeroom libraries still exist, in that a teacher checks out as many books as are needed for supplementary material on the subject of the unit being taught. These books are kept in the homeroom and used as library material by the pupils. In this manner homeroom libraries in the grades and departmental libraries in the high school are maintained and administered with less expense. At the same time more books on a greater variety of subjects are made available.

The elimination of the old-style homeroom library is justified, for pupils are library-conscious and are developing habits and skills which will make them library-minded and library-users even after they finish school.

For the first time this year pupil assistants in the library were given an opportunity to earn elective credit for their work. A course called library-reading was planned and its basis was the recommendations made by the American Youth Commission in its report, *What The High Schools Ought to Teach*. The first recommendation is that the high school should conduct courses in reading which will turn out "fluent, independent readers". The second is that work experience should be made a part of the high-school curriculum.

From these recommendations specific objectives, cultural and vocational, were drawn up. The cultural objectives were to be attained through a directed and super-

vised reading program, and the vocational objectives through actual work in the library.

The minimum requirements, for which credit is given, are actual work in the library each day, written assignments discussing pertinent questions of the day on the best in literature, the planning and following of an individual reading program requiring the reading of both books and periodicals, and professional study.

There are still many possibilities for improvement in the administration and organization of our library activities. Yet through the four features just discussed we feel that a definite step is being made toward the goal of developing within the pupil the proper library attitudes, a sincere appreciation of library services and resources, and the ability to use such services and resources most advantageously in their lives.



* * * FINDINGS * * *

RADIO: Radio today may be a part of American life—but not of American education. So states Seerley Reid in *Ohio Schools*, reporting facts on the use (or non-use) of radio in the classrooms of about 2,000 Ohio schools. In only 1 of every 8 Ohio high schools do teachers use school broadcasts regularly. Of high schools not using radio programs, 45% just didn't have any radio receiving equipment to use—and 17% had such unsatisfactory equipment that clear reception was impossible. And 32% mentioned "school schedule difficulties", which probably meant in many cases that somebody considered the textbooks more important. Other interesting reasons: "lack of information", 12%; "teachers not interested", 11%; "pupils not interested", 3%.

PREJUDICE: Many of the geography textbooks used in U. S. public schools before 1840 extolled all things American, and were biased and prejudiced in references to races and peoples of other lands, reports John A. Nietz in *Journal of Educa-*

tional Research. Davies' text (1805) said that in Ireland the priests ruled with "blind superstition and ignorance", and severely criticized Asiatic religions. Morse (1795) said of the Mexicans, "their whole business is amour and intrigue", and questioned the chastity of their ladies. Other geographies characterized other peoples as follows: Davies (1805) said Prussians were "dull and gloomy"; O'Neill (1816) called Danes "idle, dirty, dispirited"; Dwight (1806) held the Hungarians to be rude, revengeful, and warlike; Morse (1785) said "Russian husbands were unkind and cruel to a proverb"; Adams (1818) described Poles as "rash and unsteady"; Dwight (1806) characterized Portuguese as "treacherous and unfaithful"; Olney (1830) held the Italians to be "effeminate, superstitious, slavish, and revengeful"; and Goodrich (1839) viewed the Turks as "grave, indolent, and addicted to jealousy, which leads them to acts of violence and cruelty".

COMMUNITY: A sidelight on how family ties and the community in which we live affect our likes and dislikes is offered by Edgar Mendenhall in *Kansas Teacher*. Children in two small Nebraska communities were asked to indicate their approval or disapproval of certain practices. "Community A" was made up of various religious sects; "Community B" was practically dominated by Seventh Day Adventists. Children in "Community A" predominantly approved dancing, painting finger nails, wearing jewelry, playing cards, and going to the movies. Children in "Community B" disapproved these practices 100%, except that card playing and movie going were approved by a small minority.

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EDITOR'S NOTE: Good, bad, indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.

RADIO *in the* CLASSROOM:

Best current practices and theories

By CARROLL ATKINSON

RADIO TODAY not only rivals formal education, but better yet, it increasingly is being used to supplement the work of the teacher. It seems to be an answer to the prayer of philosophers and school administrators that the learning process be enriched. Therefore, modern teachers and parents need to know how the intelligent use of radio can make learning more efficient and enjoyable.

Radio education is still in a state of flux. At the annual Institutes for Education by Radio—begun in 1930 and held each spring since then on the campus of Ohio State University—there are many differences of opinion expressed. The oldtimers there, who have been responsible for much of the advance of radio education from its very beginnings, usually sit back and let the newcomers shout to the world likely-sounding theories—most of which have been tried previously and proved to be impractical. The advent of these newcomers and the general exchanges of ideas, however, promote a healthy, progressive point of view.



EDITOR'S NOTE: *Radio is an invisible textbook that is being used more and more in many classrooms. In this article, Dr. Carroll Atkinson attempts to clarify some of the resulting problems by discussing various practices and theories on the subject. The author is a specialist in radio education, and at the time this article was written was a member of the faculty of the New Jersey State Teachers College at Jersey City. He is now director of the Nelson Memorial Library, Detroit, Mich., and is preparing a commercial radio program of his own.*

Education by radio still is in its experimental stage.

Opinions of how best to use radio in the classroom differ considerably. Actual practices vary among three extreme points of view, which may be called the traditional, the modern network, and the master teacher. Let us examine each in turn.

The United States Office of Education was interested in radio as a possible educational tool as early as 1921, just a few months after the broadcast of the Cox-Harding election returns by Pittsburgh's Station KDKA, which is generally recognized as the pioneer radio program. The public schools of New Jersey, according to Ben Darrow, were the first in the nation to attempt to build radio sets in manual training and science classes—this in 1922. The Haaren High School in New York City was equipped with the early ear-phone type of receiving set in 1923, and that school's faculty broadcast lessons in accountancy.

Other similar experiments were carried on in Oakland, California; Chicago, Illinois; in the rural schools of Kansas; Atlanta, Georgia; by the Connecticut State Department of Education; Cleveland, Ohio; and the Ohio State Department of Education—all before 1930. All of these early attempts failed to continue with one exception. Cleveland has broadcast programs for classroom use continuously since 1926.

In these early efforts to provide radio programs to be heard within the classroom, a definite procedure was developed. First, there had to be exacting preparation for the program—the teacher had the responsibility of seeing that his pupils would know what to look for while the loud speaker was giv-

ing its message. Then came the program—and the teacher was busy seeing to it that every child listened intently to all that was being said. Finally, there were follow-up exercises. Today, as well as in the earlier years of radio education, it often has been advocated that a radio program heard in the classroom is practically valueless unless all three of these steps are followed religiously.

Carried to its extreme in a hypothetical example, a half-hour would be spent in discussing what the coming radio program would offer, the next half-hour in listening to it, and the following thirty minutes in discussion or on worksheets provided by the teacher so that not a single precious fact enunciated over the air would be lost. Thus a total of one and one-half hours out of the usual five-hour school day would be devoted to a single broadcast covering one subject, or speaking roughly, about 30 per cent of the day could be charged against one radio program.

The other extreme in philosophy is the modern network point of view that claims that practically all radio programs have some educational value, some of course possessing far more than others. It holds that a broadcast heard within a classroom should serve as an "emotional cathartic", in that dramatization of accurate information makes knowledge more usable because it lives in the minds of its hearers.

This philosophy denies that the school has any monopoly on education. Rather, it holds that the learning process can go on fully as efficiently outside the classroom as inside—provided the proper stimulus is there. A historical drama in the *School of the Air* of the *Americas* series produced by the Columbia Broadcasting System, for example, is likely to be more accurate because of its background of careful research and professional production methods, than would be the statements on the same subject by the typical teacher, with his more or less limited background of reading matter.

A simplified statement of this viewpoint is that the broadcast's main value is its power to stir the pupil emotionally and intellectually, to bring before him educational problems to be solved in his own mind. Thus the individual's thinking is stimulated to react at the same time that he is receiving accurate and unbiased information.

Following this theory, any type or degree of preparation for the broadcast lesson may be made, but it is a minor factor. The announcer of the program sets the stage within the minds of the listeners, the actors play the parts, the pupils listen apperceptively (that is, they tie up new information being received via the loud-speaker with what they already know), and it is left to the judgment of the teacher or the initiative of the pupils to decide whether a class discussion will follow the broadcast.

Some programs will demand this post-session discussion or inspire written work; in other cases the broadcast is sufficient unto itself, so that both teacher and class can more profitably go on to other work.

In the development of American radio education, Cleveland (Ohio) has been the pioneer and strongest exponent of the "master teacher" theory of radio instruction. It is felt in that city that the radio lesson prepared by a master teacher is superior to the average lesson regularly taught, because much non-essential and irrelevant material often included in the lesson regularly presented by the typical teacher is eliminated in the more carefully prepared and highly concentrated radio lesson.

As a by-product of radio instruction for pupils, there is an equally important in-training service to teachers, for the preparation of lessons for broadcast purposes results in a gradual upbuilding of the materials of instruction, a desirable unification of courses of study, and a constant model for classroom teachers in how superior instruction may be carried on. Cleveland believes that a model lesson directed at pupils is the

very best form of supervision of teachers.

Many instructors in the Cleveland Public School System are reported as disliking the required use of radio because it entails so much preparation and detailed clerical work. Some claim that it is too much like sweatshop factory methods. Yet this Cleveland "master teacher" ideal has left an indelible impression upon educational broadcasting. However, the majority of those who have followed the development of the use of radio in the classroom over a period of years now seem to favor strongly the current network theory that values most highly the intellect-stimulating qualities of radio programs directed toward the classroom.

In early educational radio work there was a somewhat prudish idea that the first word of advertising that might enter a school building would cause the entire structure to crumble down upon the offending heads of the innocent but careless school officials who had permitted the foul breath of commercialism to enter. About 1930 the state of California, for example, had under advisement the official banning from the classroom of all radio programs that carried any form of advertising.

There is no question that radio propaganda is insidious and should be a grave matter of concern to the conscientious school man, but the commercial broadcasting industry itself seems to have done a fair job in keeping its house reasonably clean so far as programs intended for children are concerned. Where the industry had fallen down, as witness the short period of sponsorship by a tobacco firm of the "One Man's Family" series, public protest has been so great that a change promptly has been made.

The point of view has been growing that children must learn to become immune to advertising which they see and hear on every side in daily life; hence the school cannot afford to make itself an intellectual vacuum against the imaginary evils of such modern-day phenomenon as advertising, ex-

cept in its vicious forms. The result has been that a certain amount of respect for each other's rights has developed between commercial and educational radio leaders, with only an occasional incident to disturb the usually good relationships.

Many traditional educators have asked too much of radio. They seem to think that the hearing of one program should in some mysterious way change the entire course of life for school boys and girls. In other words, they expect a single radio program to produce a transformation in human beings not achieved by any other educational tool.

It should be recognized that intelligently-planned classroom radio programs are more useful in broadening the point of view of a pupil than in inspiring him to master a narrow field of knowledge by becoming a tireless research worker seeking an explanation for everything he hears on a radio program.

Radio has enlarged and broadened the knowledge of the adult listener by bringing him news and entertainment of the world. It is rank inconsistency to expect that this same radio can narrow the interests of the child listener. In this modern world new knowledge comes too thick and too fast to inspire the listener to chase to its source each new idea as it is broadcast. One cannot help but suspect that modern radio in many ways is more of an educator than the tradition-bound teacher who can't be shaken out of the idea that the classroom has a perfect monopoly on the learning process.

In the American educational plan that gives at least lip service to the theory of individual differences, it is only proper that each teacher decide for himself how (and whether) radio programs should be used to fit the particular classroom situation for his individual pupils. There remain many opportunities for intelligent educators to develop new theories concerning classroom use of radio programs that may prove to be far superior to any that heretofore have been proposed or attempted.

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: LAURENCE B. JOHNSON, CECELIA LODGE, EFFA E. PRESTON, LOIS STEWART, R. ELIZABETH REYNOLDS, ALAN WHYTE, DOUGLAS S. WARD, CARR SANDERS, and FRANK I. GARY.

Public Relations Problem: Reporters are too poor or young to have children in school; publishers too rich or old to do so.

L. B. J.

Meet My Pupils

I love to teach; there are such interesting pupils in my class:

Edmund has a yen for night life. His principal (daytime) activity is to say "Huh" between naps. He stimulates my ability as a showman to keep him awake.

Clara has temperament—and a low I.Q. She gets mad when I call on her to read and show up her stutter, or when I show favoritism by calling on others and not allowing her to stutter. Clara's mama has temperament, too. I know, because I met her in the office when I didn't understand Clara.

Milton is a drain on my income. Periodically I bet his homeroom teacher he won't come late, lose his book and pencil, leave his homework home, and borrow lunch money from me—all in the same day. But he does.

Anthony does imitations. He ranges from the barnyard to the Bavarian Alps. There's nothing to equal his rooster obligato, nor his sudden piercing yodel behind my left elbow when I'm standing near a hot radiator. He can act like a fried egg, or a diesel engine—but most of all he acts like a good argument for capital punishment.

Mamie is shy. She keeps her chin down her neck. I wouldn't know she had one if she didn't pull it out to eat her lunch. She gets that helpless expression which I must hang out when the chains get wrapped around the axel and a Mack truck

looms up. Mamie is so helpless that I get helpless.

Herman is my beef trust. He doesn't know below which chin to wear his collar. Once I told him to pull in his chest. I'll never tell him to do it again. I lost my balance—it did such funny things to his stomach!

C. L.

Initiative doesn't always pay. What about the teacher who zigs when the rest zag?

E. E. P.

Rock Bottom

I had gone fifteen additional yards beyond the endurance limit of patience with Bill.

And I told him so—in about twenty-five yards of exhortation ending with: "... and I am going to take TEN POINTS OFF your grade, young man!"

"Whadda yuh mean—" said Bill, with a half-yard of yawn, "TAKE OFF? THAT'S IT!"

L. S.

One of our friends, a psychologist all dressed up and no place to go but into education, is worried because parents won't follow his advice. Well, as my grandmother used to say, "You can lead a horse to a soda fountain, but you can't make him take vanilla."

E. E. P.

"Seek Your Fortune"

The members of the third section were in the circle. I can't remember the name of the story they were reading; I only know the well-worn books had sickly tan covers. I can't even remember who was reading; I only know the child stopped when he came to the words "seek your fortune."

I wrote the words on the blackboard and the whole group finally learned to pronounce them. Then as follow-up work, I turned to Joe with the question, "What does seek your fortune mean?"

He didn't even wait to catch his breath, he just up and answered, "It means to find out who you're gonna marry and how many kids you're gonna have."

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals, and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

Joe's married now and finding out how many children he is going to have. I'd like to know what his speedy reply would be if some one should ask, "Joe, what does seek your fortune mean?"

R. E. R.

Tessie to Tilly

"Before I received a permanent appointment I used to worry myself sick, too, wondering if my contract would be renewed. . . . If you really want to know whether you have been recommended for another year, why don't you cultivate the friendship of the janitor?"

A. W.

Open Letter to Dr. Blown

(This open letter is unwritten except in the subconscious hopes of some dangerous faculty radicals in Dr. Buster I. Blown's high school.)

HONORABLE SIR: In spite of your sincere belief in and eloquent speeches about self-direction (democracy, you often call it) and your nifty hierarchy of committees, you frequently find it expedient to use the "big stick".

We deplore this departure from your stated philosophy. Frequently you issue a direct order or two or three which clear up the indecision among us subordinates. At such times you seem to be pleased with the quickness with which your decisions straighten things out.

You have probably wondered why we teachers don't "take hold" of things the way you do. Now understand, Dr. Blown, that no one is losing sight of the fact that you are undoubtedly a great deal more able than we ordinary teachers. There's a reason for your holding your present position. (See the Whirl for May 1941.) But don't forget that even the incompetent so-and-so who held your job before you arrived found that a mere wave of the big stick accomplished splendid results, and we all know that *he* wasn't smart.

Did it ever occur to you that it is a combination of fear of and respect for your *position*—not for you as a person—which makes people jump when you say the word? Even the section-hand boss gets the same results.

And do you ever wonder why the things which you "settled" by a neatly worded bulletin, have an annoying habit of springing up to plague you again and again? Maybe your administrative snap judgments only begot the real trouble.

Lest these suggestions worry you too much, may we add that experience has proved that no man is so valuable that he cannot be replaced. Many an honest man has been sincerely convinced that it was absolutely essential for the good of the organization or the school, or the country, that he remain in office indefinitely—or at least for a few years more. History has often shown him to be near-sighted.

There may be other men who are capable of filling your shoes. Better enjoy life—and don't take yourself too seriously. Sincerely, YOUR LOYAL TEACHERS.

D. S. W.

Thrills

1. After ten years in the same classroom with a place for everything and everything in its place you are moved to a room all shining and new, but no place for anything.

2. To return to the dear old high at the beginning of the new term to find the pictures you ordered hung still unhung, the bookshelves you ordered not in place, and the shelves for projects to be displayed as yet to be cut.

3. Teaching year after year that cool, fresh drinking water is best for us all—only to find the pressure low at the drinking fountains on your floor, the water warm enough for a bath, and tasting of plumber's lead pipes.

4. To hear from a person who knows a man in the bank that teachers should never complain about being "broke", for they deposit "nice fat checks every month".

5. To learn that the teachers who are the best little smoothies, but not famous for the amount of work they do, or the discipline they maintain, are suddenly placed over you as counselors for both teachers and pupils. Their job is to plan glorified units for teachers to execute and to handle discipline for the grade.

C. S.

The Application

The economics teacher prided himself on the exactness of his classroom procedure. At the end of the unit on the cooperative movement, he said to his class, "For the past three weeks we have studied the cooperative movement. I shall now test you to determine whether you have mastered its essential elements. Are there any questions?"

A young miss raised her hand, smiled sweetly, and asked, "Are we to take this test on a cooperative basis?"

F. I. G.

Unanswered Questions on ETIQUETTE

*What high-school boys
and girls want to know*

By ELEANOR BOYKIN

ABOUT "the right thing to do", or "the correct thing", adolescents seem to have the "satiabie curiosity" of the Elephant's Child. Even where they have had good-manners courses or units on courtesy boys and girls are still full of questions on social conduct, to judge from a recent study made with the cooperation of high-school teachers in various sections of the country.

Pupils were asked to write on unsigned slips the etiquette topic or question of most interest to them. They wrote freely, frankly, bewilderedly, and often ungrammatically.

Two striking facts emerge from an analysis of the awkwardly expressed and sometimes absurdly trivial questions. One is the similarity of the questions, regardless of geographical differences. Youngsters in South Dakota are apparently puzzled by the same problems that confront those in Pennsylvania; pupils in Kentucky are baffled by the same situations that bother those in Kansas.



EDITOR'S NOTE: *The author made a survey of the etiquette problems and interests of high-school pupils—the things that they want to know and do not know about conduct in social relationships. She reports here that there is a striking similarity in the questions mentioned by pupils in all sections of the country, and that the manners problems harassing them most are the very ones on which they can most easily be given instruction. Miss Boykin, author of This Way, Please!, an etiquette book for young people, has spoken on her subject in numerous high schools.*

It was evident that in a certain classroom some point, such as the use of "Pardon me," "Excuse me," and "I'm sorry," had been discussed, thus causing a large proportion of questions on that issue, but variations in local customs did not affect the inquiries to any appreciable extent, as would have been likely if adults had been the questioners.

The second significant finding was that the manners problems most disturbing to young people are those in which they could most easily be given instruction, with a resultant gain in self-confidence and a feeling of social adequacy.

Introductions produced the largest number of questions—how to introduce, what to say in response, when to rise and shake hands, etc.—and yet introductions are so conventionalized that a few rules will enable one to sail through a sea of them without a balk or a breakdown.

Any high-school pupil can learn to address the older person first when introducing two people of the same sex, the woman first when introducing a man to her; to avoid such ungracious expressions as "Meet Miss Midget" and the clumsy "Let me make you acquainted with—"; to respond to an introduction with "How do you do?" instead of mouthing meaninglessly, "Pleased-to-meetcher"; to wait for an older person to offer a hand after an introduction. Pupils can be taught that boys and men always rise when introduced, that girls and women rise only for members of their own sex, except when a much older or very distinguished man is introduced.

And possibly this information, which would make them a little easier in their

personal and business contacts, would be as useful to them as information—generally not digested—about writing an order letter—a matter which interests them little.

Ranking second among the questions came manners at table. Here again is an area (to use the current word-of-the-moment in educational circles) in which classroom instruction could spare youth embarrassment and distress. It could rid young people of the prevalent fear of being the leading character in the Tragedy of the Wrong Fork or in the episode of the Overturned Glass.

Would it not be worth as much to a young person, dismayed by the prospect of sitting down before an array of knives and forks divided by a plate, to know that the silver is properly laid in the order of its use beginning with the pieces farthest from the plate, as to know the presidents in order? And why should not his poise be braced early in his high-school experience by the news that picking up the wrong fork or making some occasional blunder at the table is regarded by people of judgment as a minor lapse?

Children can be taught how to hold knife and fork as easily as how to hold pen and pencil, and once out of school they will use the former implements oftener on the whole than the latter. The principles of decent eating—fastidiousness, considerateness, and commonsense—can be taught with as much hope of success as grammatical speech, and eating with the mouth shut gives one the same social and sometimes practical, advantage that saying "I did" instead of "I done" does.

If we hold that boys and girls should be taught at home how to eat asparagus and club sandwiches, we might logically maintain that they should be taught there not to use the double negative. Furthermore, there is the fact that the lunchroom is now a part of school life and provides a practice ground, as well as an exhibition gallery, for manners at table.

As any one would have expected, conversation—in all the various situations in which it seems necessary—was the subject of many uneasy inquiries, especially conversation with a stranger. In these—as well as in questions which specifically mentioned bashfulness, shyness, and the like—the affliction of self-consciousness was implied. Here is a plague which a teacher cannot feel confident of being able to wipe out. Many teachers would admit to having to struggle with it themselves outside the classroom. Yet whenever self-consciousness is reduced, there is an advance in adjustment and integration.

Probably the boy who wrote that his problem was that he could not feel at ease when visiting a girl because of the presence of her parents, "but the moment they leave the room, I feel great", may safely be left to that teacher, Experience.

And there is no reason to be concerned either about the girl who asked, amiably rather than anxiously, "When you are introduced to some one, what would be a pleasant subject to discuss?" If a few years of adult living do not teach her that the world is so full of a variety of people, as well as a number of things, that we do not carry around subjects to discuss with strangers but try to adapt our topics to the person and occasion, she will become one of those who always open a conversation with the weather gambit and keep going with such water wings as "It's a little world after all, isn't it?"

But the boy who says he can never say anything in a group and knows this will handicap him, and the girl who asks wistfully, "How can a girl who has never been popular gain a little popularity, at least enough to get to a movie?"—is there nothing high school can do for them to free their tongues and spirits?

Eventually, let us hope, schools will provide real conversational opportunities, not forced ones or club gatherings dominated by a few, in a more social setting than the

classroom and under the leadership of an adult particularly fitted by the endowment of a rich and released personality to bring out the overshy. In the meantime, training in meeting every-day social situations will develop in pupils a measure of confidence that will make them less afraid of criticism from their equals and superiors.

Every teacher knows that a topic of tremendous pupil interest is "dates". Problem Number One appears to be how to break an engagement without giving offense. Boys are sometimes not even concerned with the offense angle, since "there's always Juliet". That honor and good sportsmanship are involved in standing by an engagement does not seem to have occurred to the young people.

Girls evidently believe that there is some formula which will make it possible for them to break with immunity an engagement with one boy to accept a later invitation from another—if they only knew what it was! The frequency with which excuses are invented is indicated by the plaint of one girl that it is hard to make any excuse sound truthful.

Boys and girls of this age are being taught the obligations of citizenship. It does not seem unreasonable to believe that it would also benefit them to be taught the obligations of personal relationships. We cannot assume that merely growing up will educate them in these responsibilities, as all of us know from experiences with supposedly socially responsible grown-ups.

One of the girls' favorite questions in that popular category, Dances, was "How can I refuse to dance with one boy and then dance with another?" (Probably more the Mickey Rooney type) Perhaps the teens are too young an age for us to expect girls to know where their self-interest in popularity lies. But they are not too young to observe the rudiments of courtesy which, if not instinctive, must be the business of education.

One schoolgirl suggested as much when

she ended a brief essay on manners, written in lieu of a question, with the observation, "I think a well-mannered person is a highly educated person." She had probably never heard anything about Gelett Burgess' "educated heart".

Certainly education can make a contribution to youth's balance by encouraging emphasis upon the important rather than the trivial in social life. High-school pupils show little ability to distinguish one from the other. A girl asks in owlish seriousness, "Should you always seat yourself at the left of your chair at the table?" True, one widely distributed book of manners laid down this dictum, and the girl shows sense in wondering if it is really an inviolable rule.

But imagine the waste of mental energy involved in struggling with this problem: "If there are two ladies in a car about to exit, two gentlemen ready to assist; one steps to the only possible door of exit and assists his lady out, the other lady is about to come out. Gentleman No. 2 is waiting behind No. 1. Should Gentleman No. 1 assist both ladies or each assist their own?"

Well, perhaps that question is more of an argument for teaching English than teaching social values.

That large company of adults who are convinced that boys and girls neither have good manners nor care to have them would be surprised at young people's concern about their conduct, not only in such insignificant matters as those just mentioned, but also in relation to older people, including parents and teachers. There is no evidence that youth is not willing to render to its elders the things that are theirs.

But one girl struck a new note when she made this perspicacious remark: "I have heard a great deal about the pupil's manners toward the teacher but never anything about the teacher's manners to the pupil." There may be a suggestion there for the manners program.

What teachers want in ENGLISH TEXTBOOKS:

Needs discussed in Wisconsin survey

By GORDON J. KLOPF

THERE IS SUCH a great number and variety of English textbooks on the market today that many teachers find it difficult to choose suitable ones. Although the many textbooks of various types should make it easier for the teacher to select a book which will correlate with his particular philosophy and procedure, it does complicate textbook selection.

During several years of high-school teaching in the state of Wisconsin, I considered my struggle with the numerous composition and language textbooks one of the greatest problems of my teaching. Upon reentering the University of Wisconsin to complete an advanced degree, I decided to conduct a survey in an attempt to discover what the teachers in Wisconsin would like to have included in an English textbook, what they are teaching, and the type of textbook make-up they have found to be most successful.



EDITOR'S NOTE: *How nearly do the present English textbook offerings of publishers meet the needs of junior- and senior-high-school teachers? What features would English teachers like to see incorporated in textbooks? In this article the author reports the opinions of 100 English teachers in Wisconsin junior and senior high schools of various sizes. Mr. Klopff made this survey in the spring of 1941, under the direction of Prof. Robert C. Pooley at the University of Wisconsin. The author is now a member of the faculty of Wayne University, Detroit, Mich.*

Questionnaires were sent to 150 teachers of English and speech in public and private schools of various sizes. The consensus of opinion of the one hundred teachers who replied was that they do have textbook problems. Typical of many replies was the remark of one instructor in a small high school, who said, "The classroom teachers are more or less apathetic toward this type of survey. They have been convinced that nothing can alleviate their precious sufferings."

The help the conclusions presented here can offer to the distressed teacher who made the foregoing comment will most likely be negligible, but they do present an objective picture of what the majority of teachers would like in an English textbook. If the conclusions in this survey are considered by textbook writers and publishers, perhaps some of the precious sufferings will be alleviated.

One of the main conclusions drawn from the survey is this: Teachers of English would like to see a greater correlation between the mechanics and the creative elements of English. They would like textbooks to correlate the teaching of grammar, punctuation, and sentence structure with usage, written composition, and reading. As one teacher from a northern Wisconsin town stated, "I'd like a book that took the grrrr out of grammar and made it live."

Teachers of all grades and from all parts of the state would like to have a greater emphasis upon speech in their textbooks. They feel that since the pupil uses his English more in speaking than in writing

after he leaves high school, the elements of good speech must be presented to a greater extent in the language curriculum. To the question of whether the teacher should turn to supplementary material in many of the excellent high school speech texts that are on the market, the answer is yes—if he can afford to have two books. But since many high schools do not have speech classes and cannot afford a literature text, a written composition text, and a speech text for every English class, some speech units must be included in the language text.

The need of teaching units on etiquette and propaganda analysis was stressed by a majority of the teachers. Since living has become more social, the need for more textbook material on etiquette is certainly plausible. And the current recognition of the widespread use of propaganda makes it understandable that teachers of English would like a unit on propaganda analysis included in the English text.

Textbooks today have a variety of approaches. Some use a formal, technical style; others use a very conversational, informal, and indirect activity approach, with the trend in new books definitely toward the latter. Wisconsin English teachers prefer a semi-technical approach that combines activity and the technical material in an informal and conversational style, accompanied by illustrations and cartoons.

More teachers think their textbooks are too difficult than think them too simple. And although many teachers consider their texts generally suitable, most of them believe the books could be improved by a more interesting presentation of material and a better knowledge of pupils' needs. A teacher from one of Wisconsin's largest cities underlined the following note enclosed with her questionnaire: "Considering our students as future department store clerks, insurance salesmen, factory laborers, politicians, and businessmen, we should study the needs of these people and from

these data build our high-school text in English and speech."

On the seventh, eighth, and ninth-grade levels, teachers use the textbook for more of the technical elements of English and build their own supplementary units and composition motivation. During the tenth, eleventh, and twelfth grades, Wisconsin English teachers appear to want more motivation and supplementary material. For composition they would like samples of pupil selections, suggested writing activities of interest to the senior-high-school level, and a correlation of the study of sentence structure, punctuation, and grammar with written composition activities. They would also like the fundamentals of English mechanics given a terse, swift review in the upper-grade texts.

Teachers of the tenth, eleventh, and twelfth grades want more material of a general functional nature and more material on speech in their textbooks. Units on bodily action, voice, pronunciation, oral reading, parliamentary procedure, public speaking, discussion groups, personality analysis, etiquette, propaganda, and radio and movie appreciation should be included. The teachers of these grades realize that the pupil is expected to be ready for the language requirements of life, and they feel these units should help to bridge the gap between the English classroom and the world outside.

According to Wisconsin English teachers, the place for a study of high school orientation, study habits, the library, reading skills, the dictionary, and for extensive drill in the mechanics of English is in the seventh, eighth, and ninth grades.

The common practice in Wisconsin high schools appears to be the use of one main text for each grade level in English. Although some teachers would prefer a variety of books for use in each class according to the individual student's ability, most of them feel that with large classes this procedure is not practical. Although

there are a few schools where the superintendents and principals still select the books without consulting the teachers, it is encouraging to note that most Wisconsin high schools have teacher committees who select new textbooks. It is in the former group of schools that the teachers are most dissatisfied with their texts.

Statistics, conclusions, summaries, and general data show us what the teachers on the whole would like in English textbooks, but in showing specific reactions personal comments are important. The following remarks were made by individual teachers on the returned questionnaires, and are a cross-section of Wisconsin English teachers' thoughts concerning textbooks:

"I have found no one text adequate!"

"There has been no perfect composition textbook published thus far. For much is crowded into the earlier years when the students are not ready for it. I believe in going along more slowly and thoroughly from year to year with the technical part of speech."

"My view is that textbook makers need to consider the teacher of fair ability and the student of poor ability, so that more will be accomplished than appears to be to our credit at the present time."

"In a day when the movie and radio compete for so much of the student's time, we have to consider eye appeal in texts."

"I try stressing remedial grammar as much as is possible in mass education. I find formalized texts are intelligible only to the above average student. If we could find some way to translate the terminology of grammar into a language that would bring a familiar image to the child, perhaps the need would be met. There is a need for a less abstract approach to grammar; one that will stimulate the imagination of a student who is not capable of appreciating structure as a design. I make a one-worded plea to all textbook writers, simplify!"

"I think a grammar book with a lot of drills

is absolutely essential in communities where there is any foreign influence. Through frequent repetition of the correct form some of the peculiar foreign expressions are lost."

"My idea of an excellent text would be one that emphasizes in a *dramatic* way the *need* for good speech."

"Debating is thinking. Why not emphasize it as long as we are supposed to teach students how to think? Exercises in deduction are induction, and the fallacies in the reasoning process are important!"

"There should be more about the appreciation of movies, since students attend them about once a week and probably will do so the rest of their lives."

"There should be more about reading the newspaper."

"Frankly, I am very interested in the new texts that provide activities to improve pupils' English without the emphasis on formal grammar."

"I think the only value in teaching sentence structure is to improve writing, and students must see the connection."

"Interesting and outstanding examples included in a text should provide some motivation to pupil endeavor if the examples are student writing. I have found students try to equal if not surpass the best pupil work I have been able to collect and provide in mimeograph form. I have found that pupils prefer to look over and study these examples in preference to examples taken from literature. They seem to feel that what others of their own age can do, they too can accomplish. They feel the challenge is within the range of their own level."

"I feel that the majority of technical terms need not be learned by the majority of the students. Usage is the important thing. Few of my students will ever become specialists and need the technical terms. Those who need or want the technical knowledge, I help; or as it often happens, they are capable of helping themselves. I like lots of practice opportunities, both oral and written, with a grammar for a reference and for those who expect to be specialists. We must get away from the classical English class and make this subject more practical too."



British Girl

Here is a story which illustrates the unquenchable spirit of the children of Britain. Sir Percival Sharp quoted it in *Education*. It was told him by the Director of Education for Middlesex, who showed him a letter written by the parent of a girl in a secondary school to the headmistress, apologiz-

ing for her daughter's late arrival. The letter ran: "Please excuse Mary for being late at school this morning. We were blitzed last night and she was only dug out at 3 o'clock this morning."—E. R. YARHAM in *The School*, a Canadian educational journal.

SCHOOL-INDUSTRY

Shelburne seniors get a month of work experience

CONTACT

By

PAUL J. GELINAS

THE PROBLEM of providing concrete experiences and more practical training in our schools is present in nearly all communities. High-school graduates are criticized by employers as possessing a very limited knowledge of the three R's, as lacking the basic training for adaptation to a job; in short, they are accused of having but a superficial body of knowledge, ill-digested and of little practical use.

While these criticisms are often exaggerated, many communities today feel their shortcomings in providing effective means of transition from the highly artificial environment of school-life to the industrial world.

In Shelburne, Nova Scotia, a typical small community with an academy accommodating approximately 400 pupils, the need of high school pupils to find an entering wedge

in the industries of a depressed economy was partly solved by what we called our school-industry contact scheme.

The community could not afford regular vocational courses, and yet it was dissatisfied with a curriculum which prepared all pupils for college while only approximately 15 to 20 per cent of high school pupils went on to higher education. (In Nova Scotia the curriculum is specified and outlined by the Provincial Department of Education. A high-school education can be acquired only by completing this semi-classical course of standard subjects, which for practical purposes has little relationship to actual employment.)

We were also faced with the traditional outlook of a number of people who felt that the school has no function except to prepare for white-collar jobs. Nova Scotia has a series of school-leaving examinations, equivalent to college entrance requirements, which all pupils must take at the end of their 11th and 12th years. These could not be eliminated without losing the Provincial subsidies which help to support our schools. There was in addition the prejudice of our staff in favor of the traditional curriculum.

The whole set-up seemed watertight, with no outlet for innovation in vocational experimentation. And yet a scheme was evolved which promises to clarify and solve some of the problems.

After considerable newspaper publicity, personal contact, and assembly programs in which men of various occupational activities and professions explained the requirements and opportunities in their respective

EDITOR'S NOTE: *The Shelburne, Nova Scotia, Academy (high school) is required by the Provincial Department of Education to give all pupils a college-entrance curriculum, although only 15 to 20 per cent of them go on to higher education. There seemed to be no way, no time, for the school to escape into vocational experimentation. Nevertheless, by the plan explained here, the school managed to meet all academic requirements and still free its seniors for a month of job-holding preparation and experience. Mr. Gelinas, now headmaster of the Cook Academy, Montour Falls, N.Y., took part in the revolt about which he writes.*

fields, we changed our daily schedule to speed up all courses so that college entrance and Provincial school-leaving requirements could be completed four weeks before the end of the school-year. That left us considerable time during which only reviewing would be required to prepare our pupils for their final examinations.

It was decided that only the upper half of our class should take part in this experimentation, for the simple reason that we could expect the brighter pupils to do all required work by attendance only during morning sessions. The afternoons would then be available to carry out our school-industry contact scheme with a selected group. It is now my opinion that the whole class could have participated without undue hardship on the less gifted pupils.

It should be pointed out that the scheme was not intended to be purely vocational in character. It was merely a means of linking our school more intimately with industry—an attempt to bridge the gap between school and industry with as little friction as possible.

We hoped to help the pupil adjust himself gradually in his passage from the more or less artificial environment of school-life to the practical world of industry, and we planned to evaluate the pupil's ability to adapt himself to new conditions. This transition from the school to a job is one of the most radical changes which come to a boy or a girl. During this period young people particularly need guidance and the sympathetic advice of teachers and friends.

Incidentally, this program was introduced without cost to pupils or community. A thorough survey of the town's occupations was made by the classes in social studies. We then tried to learn as much as possible about each pupil's interests, ambitions, abilities, and tendencies. While the adviser sought to guide by furnishing facts and information, the pupil was urged to make his own choice of work.

It was our policy to let the pupil find

out his limitations as well as his capabilities. It is just as valuable for him to discover what he does not like, what he cannot do, as to explore what he does want, and what he can do.

Because we had done a thorough job of publicity, all the employers approached were more than willing to cooperate. In most cases pupils were paid for their services. The town electrician, stores, bank, machine shops, offices, lawyers, doctors, and others agreed to employ a boy or a girl as a part-time apprentice, to work every afternoon and Saturdays.

During the morning school sessions the regular classes were rushed through as quickly as possible. The staff then used the rest of the morning to instruct in practical subjects directly linked with the outside work of the pupils.

The pupils were assigned the task of preparing daily reports on their work. This report was to describe what the writer had done the previous day, what he had learned, and finally, what he would like to learn about his job. At the end of the week a comprehensive report was compiled which included the substance of the daily reports.

This work was correlated with concise, simple English, business correspondence, the writing of letters of application for a position, the preparation of a portfolio of qualifications, and instruction in the importance of courtesy, tact, and other desirable qualities which make for success on the job.

Each employer was visited once a week for a report on his pupil-employee's progress, and to obtain his recommendations for more practical instruction in the school.

It is difficult to evaluate a short-term program such as this one, but the results would seem to warrant its extension. While the program was introduced primarily as a means of developing the personality and the adaptability of the pupil, its vocational implications are somewhat startling—all but one of the pupils in the experiment were

able to obtain full-time jobs as a result of their experiences.

All pupils in the group passed what is the equivalent of the college-entrance examinations with excellent results, indicating that their work experience did not interfere with their academic preparations. On the contrary, they seemed to have been stimu-

lated by their activities. They were now responsible young men and young women doing jobs demanding self-reliance and a positive attitude toward life. Their shortened school session was a period during which every minute counted, and all pupils in the group applied themselves with renewed vigor and concentration.



Recently They Said:

Your NYA Pupil

No teacher should accept the services of an NYA youth in her department unless she is interested in that youth to the extent that she is willing to make his training her responsibility. One can almost hear some teacher say, "I can do the work myself with less effort than is required to train the youth." Granted, we shall say, at least for argument's sake. Is it not also true that you can solve the problems in the mathematics lesson with less effort than you can teach the youth how to solve them? The food we eat will not add weight to the youth; neither will the work we do make a successful worker of the youth who needs work training.—ASA M. KEETH in *The Oklahoma Teacher*.

Confusion: The Nazi Aim

First of all, Nazi propaganda in this country is not aimed primarily to convince but rather to confuse. The Nazis do not expect to win confidence in and allegiance to their way of life except among a few of their deluded followers. Their chief aim here is to destroy confidence in democracy.

They do this by trying to convince the American people that there is no threat to America in Nazi conquests in Europe or Asia. Few in America fall for this particular argument. Thoughtful isolationists and interventionists disagree not as to the danger of Nazism but rather on the best ways of meeting this danger. The most potent and the most dangerous appeal of the Nazis lies in their doctrine of racial superiority.

Just why one should be proud of something he had nothing to do with and that he can do nothing about is a puzzling question. And yet the persistence of such notices as "Gentiles only need apply", "Restricted clientele", "Our prices are subject to change without notice", "Only a white male of good character shall be eligible to membership in this fraternity" (from Constitution of Phi Delta Kappa,

men's professional educational fraternity), shows that the Nazis have fertile ground for confusing Americans by totalitarian notions on racial superiority.—EDGAR DALE in *The News Letter*.

In Costa Rica

I never heard a teacher (in Costa Rica) reprimand a pupil, although a certain amount of whispering goes on in the classroom, especially during pauses. The teacher ignores it and when he begins to talk, the whispering ceases automatically. The deep respect of the pupils for their teachers was most delightful to behold, even though the pupils call the teacher by his first name!—NORMAN LOWENSTEIN in *School and Society*.

Pupils Welcome Newcomers

It is reassuring to the new girl to be welcomed into a group who really care about having her as a member. Taking responsibility for new girls is a means of development for girls already established in the school. To welcome new students the Ohio State University High School has devised "House Groups" comprised of boys and girls from all classes. Redwood City High School in California has an interesting plan, long established, by which all new girls are invited to become members of one of four color groups in the athletic association.—ROSALIND CASSIDY in *Curriculum Journal*.

Democracy Slips a Cog

At a recent summer-school class in "Democracy in Education" the professor's first-day instructions to his class included the following statement: "There will be an assignment each day which every one of you will be expected to prepare. Be ready to recite whenever called upon."—*Social Studies Bulletin*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

WAR: For news about education's part in America's war effort, turn to our new department, "Schools for Victory", on page 268.

ACCOLADE: The people of London who conduct themselves best in the blitz are the professional people—the ones who earn their living by their brains—doctors, lawyers, writers, **TEACHERS**, etc. They stand up best under the bombs, they think of the other fellow first. So reported Dorothy Thompson in her newspaper column. The professional workers are accustomed to objective thinking, they have certain standards of behavior, they have an intellectual curiosity that makes even the most terrible experience interesting. When others run to shelter, the intellectuals run out to see what they can do. This item comes from *The Phi Delta Kappan*, by way of Grace M. Turner in *Los Angeles School Journal*, and so to Dorothy Thompson's column.

BREAKDOWN: The 13,000 public-school pupils of Rockford, Ill., had 2 months nipped from their educational lives when the city's schools closed on Nov. 7, not to open again until Jan. 5, 1942. "The city's factories hum," says B. I. Griffith in *Illinois Education*, "and the city's streets bustle with defense activity, while its greatest institution for the defense of democracy is closed because of a breakdown in the democratic process of providing adequate funds for public education." Trouble is that assessed valuation of property in the school district has been cut heavily in past years, while the tax rate that provides school funds has not been increased. Three times since 1935, voters of the district have refused the Rockford board of education's appeal for adjustment of the tax rate. The 2-month layoff reduced teachers' incomes for the year by 16%.

PAN: While schools in the United States are busily engaged in putting study materials on Latin America into the curriculum, and Pan-American activities into the extracurriculum, England hasn't been asleep. Reasonably enough, and for the same purposes, the schools in Britain are just as industrious at Pan-Anglo Saxonism, or whatever it might be termed. The November 1941 issue of the *British Journal of Education* is a "Special American Number". We learn that British educators are "awakening to the neglect of American history in our schools" and that "short courses for teachers dealing

with various aspects of American life" are being established.

FINANCES: Readers wondering what will happen to public-school finances now that the U. S. is at war might get some cheer from a British Board of Education report appearing in *School Government Chronicle and Education Review*. The Board estimates that British school expenditures for 1941 showed an increase of about 4% over those of 1940.

TIMELY: The front cover of the December issue of *Michigan Education Journal* shows a 28-ton M-3 tank getting the finishing touches on an assembly line of the Chrysler tank arsenal near Detroit—a lucky coincidence, as the December issue was planned before the attack on Pearl Harbor. From an inside page of pictures and facts, we learn that the huge new plant rose from a cornfield to a tank arsenal in one year. Three assembly lines are rolling them out 24 hours a day, and they look very reassuring.

GLASSES: The Chicago Teachers Union has allotted funds for the purchase of 140 pairs of glasses for children from the neediest school districts of Chicago.

HEROINE: In March 1941, H. M. Lafferty's "An Oscar for the Teacher", a blast against Hollywood's stereotyped and uncomplimentary conception of teachers, appeared in *THE CLEARING HOUSE*. Since then, "Cheers for Miss Bishop" gave the public an admirable teacher as a heroine. (Martha Scott, who played the title role, was graduated from the University of Michigan with a teaching certificate, and spent 6 months in actual teaching before becoming an actress, reports *Michigan Education Journal*.) And now Claudette Colbert is the teacher-heroine of a movie recently released, "Remember the Day". What's going on? Do movie directors read *THE CLEARING HOUSE*?

BROTHERHOOD: Brotherhood Week, February 15 to 22, 1942, offers schools a program for promoting tolerance and understanding. As President Roosevelt put it, "Brotherhood Week, observed during the week of George Washington's birthday, affirms a principle essential to our national defense."

(Continued on page 320)

➤ EDITORIAL ➤

Can a Principal Be Democratic?

THE ISSUE is clear: "Can the school practice what it preaches?" Is the school merely a microcosm devoted more or less to futile learning, a veneer, a luxury, suitable only for times of prosperity and peace? Or is it a laboratory where the democratic way of life is not only propounded, but tested, lived?

And is the educator a mere feeder, a distributor of circumscribed knowledge, chief automaton, or is he the inspired chemist trying to discover the laws of the good life, the laws that make for the successful functioning of a democracy? In short, can the educator go beyond the word and reach the deed? Can he exemplify the democratic way of life? Can he make valid contribution to the preservation of government?

Since I believe that as the master so the rest of the household, I shall try to indicate how a principal of a high school might translate words into action in his relationship with the teachers.

In a school a principal may elaborate administrative procedures, however excellent, which break with the experience of his faculty and for which the teachers are not prepared. He may impose these procedures abruptly on his staff. This is tyranny whether the procedures succeed or fail. He may take the same procedures, suggest them to his staff, allow the staff in departmental and committee meetings to discuss and study the proposals, and to accept as many of them or as great a modification of them as they can subscribe to.

The staff thus becomes acquainted and adjusted to the new ideas. If they accept them the chances are that the measures will succeed. If they reject them, then it would be wise for the principal to find out the reason. He may find a modification of the

plans desirable, first because the faculty is now ready for a partial application of the new measures, and perhaps, and indeed most likely, because the staff has made some real contribution.

Is this efficiency? Well, it isn't speedy, if that is what is meant by efficiency. In a more profound sense, however, it is the greatest kind of efficiency. It is the kind which insures success. Moreover it is democracy. It is making democracy function with a staff of teachers. It is making democracy a way of life not merely verbally, through the repetition of acceptable abstractions, but by weaving democratic procedure into the fabric of school administration.

The effectiveness of this administrative procedure is not to be evaluated alone by the success of the measures proposed by the principal. Such a procedure is destined to contribute to the school as a whole. It awakens a critical and at the same time a creative response in all the members of the faculty, so that individual initiative is stimulated and the ability of the members of the staff who have anything to contribute is capitalized for the benefit of all.

We can expect the improvement of administration, of supervision, of the curriculum, of guidance, indeed of education itself, to grow out of such unity of action. The school becomes the expression of the least common denominator of the ever-improving views of the faculty, just as democracy should become a similar expression of the ever-improving views of the citizen. In a very real sense, we can expect democratic procedures practised with the faculty to percolate into the classroom.

If there is any place in the broad field of human affairs in which carryover of specific training can be expected, certainly it is in

the closely allied phases of school work, in faculty meetings, in the classroom, or in the extracurriculum. We have, thus, the right to predict the universal application of the democratic way. This should prove especially true if it is an expressed aim of the school through principal, teachers, and pupils.

There are limitations imposed upon a principal in the application of democratic procedures in dealing with his staff, limitations inherent in the structure of the educational system. The latitude of action, however, is so great that the limitations exert little restraining influence.

The principal must take the responsibility for certain decisions, at times, for which a staff is not always fully prepared. But such instances are the exception rather than the rule and are usually the result of unpredicted and unpredictable emergencies. If frankly and skillfully presented to a staff, the principal's proposals assure little, if any, opposition or antagonism. With only slight reservations, therefore, the principal's administration can be the exemplification of

the democratic way—the way of harmony and of fundamental acquiescence.

Teachers who are dealt with liberally in decisions on school policy are more likely to deal liberally with pupils in the decision of classroom situations and discussions, particularly if it is pointed out to a faculty that such a policy is fundamental in the school. Teachers who are dealt with courteously, considerately, encouragingly, are likely to deal in a similar way with pupils, again if it is the lived and stated policy of the school. Teachers will contribute and create, if whatever initiative they show is recognized and admired, and so will pupils if similarly treated by teachers. And all this will happen if it is the stated and functional policy of the school, part and parcel of the democratic way of life.

And thus, the principal hopes that although his success must, perforce, be tiny, it shall be tiny only as an acorn is tiny, which, if properly nurtured, shall blossom into a mighty indestructible oak—symbol of our democratic way of life.

HYMEN ALPERN



Children in the Black-outs

One result of war-time conditions (in England) is an increase in juvenile delinquency. It was inevitable, when everything is taken into account, that this would happen. The black-out offers many temptations, and the absence of fathers in the Services has seriously affected home discipline. Similarly, depleted staffs, absenteeism, the break-up of schools, and air raid disturbances have all helped to lessen the beneficial influences of the schools.

Air raid warnings must affect the children, although their coolness and pluck have been most impressive, and many parents have written and thanked the teachers for the training given them. The Medical Officer to Birmingham Education Committee recorded in his report that the strain of war has not caused an increase of neurosis and maladjustment among children.

What has been noticed at the clinic and is confirmed by a questionnaire issued to teachers is the increase in excitability and aggressive behavior following air raids. There have also been, as demon-

strated by mental tests, diminished powers of memory and concentration.

Miss Grace McColvin, Woman Organizer to Derby Education Committee, has also discussed the reactions of children to "alerts". Imaginative children suffered most from the "unusual and eerie" sound of the sirens, she said. Some were upset by the actual break in the ordinary routine caused by a warning, and others were troubled by the sound of gunfire.

Long hours spent in a shelter, and the consequent lack of sleep, were the most serious drawbacks for children, who unconsciously suffered from a sense of insecurity. The anxiety of parents during "alerts" was frequently transferred to children. One effect of "alerts" on children was that their vitality was lowered, resulting in more colds and increased cases of rheumatism. Miss McColvin also commented on the increase of juvenile delinquency. —E. R. YARHAM in *The School*, a Canadian educational journal.

SCHOOL LAW REVIEW

Case of the Bald Trustee

By DANIEL R. HODGDON

TEACHERS on tenure are often relieved of many sources of annoyance. For example, on Long Island in New York State a teacher not on tenure was employed with the understanding that she might be reemployed for the job if she boarded at the home of the president of the board of education and washed the dinner dishes every night for his wife.

In another place the reemployment of teachers depended on the politics of the majority of the board of education. When one party was in office all teachers of the opposite political party were refused contracts for another year.

Conduct unbecoming a teacher is comparative, and depends on the community. An example of this is well illustrated by the famous case in Arkansas.

A teacher employed to teach a district school chewed tobacco according to the local custom. The teacher sat by the window while teaching, with the appropriate cud of tobacco stored away in his cheek, and occasionally expectorated the tobacco juice out of the window. This act caused no unusual comment and was accepted by the pupils as a necessary practice of their elders. A day came, however, when the teacher's right to chew tobacco during school hours was seriously questioned.

A bald-headed trustee of the school district refused to wear a hat, hoping that by proper exposure of his shining dome to the elements he might encourage the growth of a few insignificant, devitalized hairs which still persisted. Unfortunately this trustee decided to visit the school.

On his way he passed directly under the window through which the teacher periodically squirted. At the exact moment the hairless pink head of said trustee arrived under said window, where he paused to snoop, the aforesaid chemical mixture of juice described a perfect curve from the teacher's

mouth through the window and descended upon his polished skin-covered cranium, much to the disgust of the unsuspecting trustee.

In an action to dismiss the contumacious pedagogue for conduct unbecoming a teacher, the court would not concur in the argument that this was unbecoming conduct for a teacher. Rather, the court felt that the trustee should have been more circumspect in his action. Certainly the window was not an improper vehicle for disposing of waste; the teacher was not responsible for the trustee's bald head; and further, when one puts himself in a spot where his dignity might be placed in jeopardy he must accept the consequences.

Snooping isn't a desirable trait of a trustee anyway, and expectorating out of a window did not constitute conduct unbecoming a teacher, not in that particular district of Arkansas.

In Pennsylvania, however, it was conduct unbecoming a lady teacher, who married a bar tender, to assist her husband in dispensing beer to the customers after school hours.

Purposes of Tenure

DUAL OBJECT OF TENURE. The court of Georgia believes the purpose of the tenure act is to give teachers continuous service from year to year unless they are removed because of disability, inefficiency, insubordination or moral turpitude. The court holds that the statute is designed to protect competent and qualified teachers of the public schools in the security of their positions, thus accomplishing the dual object of security of the teachers in their positions and of benefit to the public as a result of placing the tenure of positions on demonstrated qualifications and merit.

No teacher can be removed from his position except by strict adherence to the provision of the statute. *King v. Wells County School Superintendent, et al.* (Ga. Supreme Court) 109 Ga. 776, 10 S. E. (2d) 832, Sept. 25, 1940.

CONSTRUING TENURE LEGISLATION. Such being the manifest purpose of the tenure act, says the court of Alabama, it should be liberally construed in favor of the teachers who constitute the class designated to be its primary beneficiaries. In Louisiana the court held that tenure should protect teachers

EDITOR'S NOTE: If you have some problem of school law upon which you need advice, you may write to Dr. Hodgdon in care of THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y. Dr. Hodgdon is an attorney who specializes in school law. A former high-school principal, he now teaches courses in school law at Seton Hall College.

against political vengeance and reprisals, and hence must be liberally construed in favor of those it is intended to protect. This being true, boards must be held to strict compliance with the law. *Kim-mington et al. v. Red River Parish School Board (La. First District Court of Appeals) La., 200, So. 514, Nov. 29, 1940.*

In New York, however, where the courts and the Commissioner of Education have concurrent jurisdiction, it is held by both that since the teachers' tenure act was in derogation of the common law right of contract on the part of public authorities in employing teachers, such legislation must be strictly construed. *Stephens v. Board of Education of Poughkeepsie (N.Y.) 60 State Rep. 207, June 3, 1939.* See also *O'Conner v. Emerson, 196 App. Div. 807, aff'd 232 N.Y. 561.*

MASSACHUSETTS, THE DISSENTER. The only state that seems to depart in principle from the rulings that the statute should be construed in favor of those it is intended to benefit, is Massachusetts. *Davis v. School Committee of Somerville et al. (Supreme Judicial Court) 307 Mass. 354, 30 N. E. (2d) 401, Nov. 27, 1940.*

The courts of this state hold that "Manifestly one of the most important duties involved in the management of school systems is the choosing and keeping of proper and competent teachers. The success of a school system depends largely on the character and ability of the teachers."

In spite of this policy which it has so well stated, the Massachusetts court favored the common law rule which was supposed to be changed by the statutory provision. The court in Massachusetts, contrary to the well established *ejusdem generis* rule, practically nullifies the tenure act by reading into it the implied condition that teachers may be dismissed for any cause or whim put forward by the school committee in good faith.

Fortunately, the weight of opinion throughout the country has held otherwise and interpreted the tenure statutes on the basis of competency of the teachers, rather than in behalf of prejudice and the prostitution of schools and children to personal dislikes, school board opinions, public whims, and jobs for young unmarried women. See the Fifth

Yearbook of School Law. Pages 31-32 for further discussion. (Rinoldo v. Dreyer.)

Here Today, Gone Tomorrow

A teacher acquires no right to tenure as a permanent type of contract. A legislature may repeal a tenure statute any time it desires to do so. Tenure is merely a status a teacher has because the legislature of a state decided it was a good thing to have. When a legislature decides that tenure is a political liability and something it doesn't want, all it has to do is vote to repeal it, and no teacher in the state has any tenure right whatever.

Now there is one exception to this and that exception is in Indiana, where wise teachers had a law passed calling tenure a permanent contract. The Hoosier teachers knew how to write a tenure statute. Maybe they were a little suspicious of the legislature anyway, and decided to make a good tenure law while they were doing it.

Their suspicions, if they had any, seem to have been justified, for the legislature repealed the tenure law for certain districts in Indiana and boards dismissed teachers who had been on tenure. The United States Supreme Court said these teachers had permanent contracts and could not be dismissed. The court pointed directly to the wording of the statute where "contract" was clearly stated. Legislatures can't impair the obligation of contracts.

This is not true of other tenure statutes. New York, New Jersey, California and many other states have tenure status which gives teachers tenure only as long as the legislature is willing to let the tenure statute remain a law.

If a legislature repeals a tenure statute, the teachers become just regular employees of the board of education. They can be dismissed at will at the end of a contract period without redress of any kind.

It's how a thing in the law is said that counts. If the law says contract, it's a contract, but if it doesn't, it's a status a teacher has, and when a teacher has a status it may be here today and gone tomorrow.



On Education's Scrapheap

The dull-normal child is virtually a waste product of the educational industry. In spite of all the valuable educational research which is being carried on by the leaders of our profession, few of their discoveries find their way into current practice in the treatment of dull-normal children. With few exceptions they are a heart-ache to the parent and a headache to the teacher. . . .

The dull-normal adult is often the most satisfactory worker for certain routine tasks—of which there are many in modern mass production. Academic knowledge is of little importance in these situations. Ideals, attitudes, concepts of good citizenship are the all-important factors, and they can be developed in the school.—W. R. MEREDITH and R. H. LOYER in *Ohio Schools*.

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

Democracy's High School: The Story of Living and Learning in the Lincoln School of Teachers College (High School Division), by AGNES DE LIMA and the High School Staff. New York: Bureau of Publications, Teachers College, Columbia University, 1941. 90 pages, 90 cents.

Advantages and disadvantages for exemplifying revolutionary educational practices have rather nicely weighed each against the other at the Lincoln School of Teachers College, especially at the high-school level. The cautious spirit of science was curiously interwoven with a readiness to adventure into new fields of subject matter and methodology.

Science emphasized research, controlled experiments, and valid and reliable measuring instruments, all restraining the staff to relatively conservative hypotheses, and calling for the recruiting of subject-matter experts to work out improvements in their relatively narrow specialties. Adventure subordinated meticulous instructional controls to setting free the minds of youth to create their own

forms of art and expression, their own beliefs and procedures, encouraging heterogeneity of resulting enthusiasms and competencies—outcomes relatively not easy to compare with norms and standards and not readily assignable to specific contents or methods.

Moreover, caution was reenforced by the inevitable role of the school as a college preparatory institution and by the high estimation in which traditional "culture" was held by many of the parents and other adults whose opinions of the school mattered. Conversely, adventure was necessary if this pioneering school were not to be indistinguishable to laymen and "progressive" education from a thousand other subject-centered schools.

From the beginning, at the elementary-school level, the spirit of adventure was dominant, though scientific caution had its proper place. At the upper levels, the junior- and the senior-high-school grades, however, departmentalization of instruction made progress discouragingly slow. Exceptions there were; in English, art, music, physical education, and pupil

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participation in school control, spontaneity and invention were noteworthy.

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An impressive list of the recent publications of the high school staff is appended. P. W. L. C.

Neighbors to the South, by DELIA GOETZ.
New York: Harcourt, Brace & Co., 1941.
302 pages, \$2.50, illustrated.

Ben M. Cherrington, adviser to the Division of Cultural Relations in the Department of State, has written a brief foreword for this book which cannot be improved as a statement of the purpose of the book:

"... It is not enough that governments shall follow the 'Good Neighbor' policy; it is fully as important that the people of the twenty-one American nations shall become good neighbors. In other words we must get acquainted. Next to meeting people on their own soil the best way to get acquainted is to study about them. Fortunately the schools and colleges of our country are sensing the importance of helping students to understand their neighbors to the south. But unfortunately there are not nearly enough good books available. A common error of much of the existing literature has been to lump the twenty other Americas together and

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Teacher-Librarian's Handbook, by MARY PEACOCK DOUGLAS. Chicago: American Library Association, 1941. 160 pages, \$1.90.

Library Guidance for Teachers, by MARGARET KESSLER WALRAVEN and ALFRED L. HALL-QUEST. New York: John Wiley & Sons, 1941. 308 pages, \$2.75.

Their points of similarity and their points of difference make these books appropriate for a parallel review. The imprimatur of the A.L.A. is assurance that the *Handbook* represents the conventional practice. Mrs. Douglas has won her spurs, or whatever it is that librarians win, having been teacher, teacher-librarian, and school librarian. She is now State Director of School Libraries for the North Carolina Department of Public Instruction.

The *Handbook* contains chapters on all the topics that make up the traditional librarian's craft: organization of the book collection; classification and cataloging; book selection and ordering; non-book materials; instruction in the use of books and libraries; care of the library and of the books; room arrangement, furniture, equipment, and supplies; publicity and promotion.

The book's great virtue is its newness—the references are up to date. Aside from this there is very little that makes it different from the several library manuals most widely used. It will be a useful book, but it is somewhat too much on the technical side for many teachers who, having librarianship thrust upon them, must discover for themselves what to do next. It is a kind of review book for school librarians who have had at least the elements of training, or it might serve very well as a text to be elaborated by an instructor.

Miss Walraven and Dr. Hall-Quest have brought out something a little less conventional, for their

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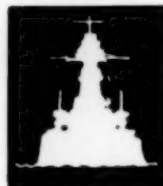
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book is aimed at the classroom teacher instead of the librarian. It represents the growing consciousness among schoolmen that the library functions indifferently well in schools where the teachers are satisfied to teach principally by a textbook method, emphasizing factual information instead of the whole process of securing information from various sources, selecting pertinent data, and classifying knowledge for use.

Library Guidance contains much technical information about the use of books and other resources of the library, but it is presented with proper regard for the fact that many teachers must start from scratch and must learn about the library the functional details that they can communicate to their pupils. The authors indicate that they are aware of the classroom and its newer methodologies; they hold, for example, that in the matter of instruction in the use of the library, "formal detached lessons are of little value" and that "learning books and libraries is a gradual, unfolding process which should be introduced by teachers in the lower grades and which should culminate with an informed, independent senior in high school ready to become an intelligent user of public and college libraries."

The text is well documented throughout and is a scholarly contribution, reconciling library practices and classroom instruction. J. C. D.

Safety Education: Eighteenth Yearbook of the American Association of School Administrators. Washington, D.C., 1940. 544 pages, illus., \$2.

The Eighteenth Yearbook should appeal to the teacher as an "all around" handbook in the field of safety education. It contains objectives and teaching aids which range from the elementary-school level to adult education. This volume should be an invaluable aid to the teacher in helping her to develop in the pupils an awareness and interest in good safety habits. The school, the home, the streets, the pedestrian and the automobile driver are all considered in the various safety programs enumerated and detailed in the book.

This Yearbook does not claim to be a complete treatise on the subject of safety education, but rather aspires to be a guide and informant to the teacher in her safety-education work. The appendix contains some excellent source material which can be employed by pupils and teachers in classroom work.

A. YUDIN

Life Planning and Building, by HARRY NEWTON CLARKE. Scranton, Pa.: International Textbook Co., 1940. 251 pages.

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While the author goes beyond the traditional viewpoint of vocational guidance, he does not go as far as Jones and Hand in their introductory chapter of the 37th Yearbook of the NSSE. This volume will prove valuable as one of the texts in a course in vocational guidance. J. C. A.

Causes of the Peace Failure, 1919-1939, by THE INTERNATIONAL CONSULTATIVE GROUP OF GENEVA. International Conciliation, No. 363, October 1940. New York: Carnegie Endowment for International Peace, 405 West 117th Street. 36 pages, 5 cents (25 cents a year).

Here is a "must" pamphlet for all who would understand the basis of world chaos and of world hope—such as it is. The political, the economic, and the spiritual (ideological) factors in the peace failure are diagnosed and explained. The authors are frank, but fair and temperate in their analyses and evaluations of the causes of our great catastrophe. If intelligence is to be influential in the solution of problems immediate and remote, the elucidations set forth in this pamphlet should be as widely read and discussed as possible. P. W. L. C.

Lassie Come-Home, by ERIC KNIGHT. Illustrated by MARGARET KIRMSE. Philadelphia, Pa.: John C. Winston Co. 256 pages, \$2.

The success of the author in striking a responsive chord among junior-high-school readers is revealed in the following clear and sincere review written by an eighth-grade boy:

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be rightfully theirs. In order to avoid such a happening, the Duke takes the dog to his estate in the most northern part of Scotland.

"One day when the kennel man was taking Lassie out for a walk he tripped and fell, so letting loose of Lassie's leash. It so happened that it was about five minutes to four, and Lassie knew that she must meet the boy at the school gate, so now for the instant that she was free she sprang away. Lassie was started on her thousand mile journey southward. It was all strange land and she had quite a time. She learned from many experiences that she must keep away from all human beings. But as she went southward there were more and more people and so finally she had to go through towns. One night while going through a pasture in which a herd of sheep were grazing she got shot in the side and was cared for, for about a week, at a farmer's cottage. Soon she leaves and after many more experiences she meets the boy one afternoon at the school gate. The dog, Lassie, did not look like herself at all. She had a sprained leg and her fine coat of hair was terribly messed up. After a few weeks she was alright again and she always stayed with her real masters.

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New York: Association Press, 1940, 50 cents each.

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SCHOOL NEWS DIGEST

(Continued from page 305)

Information may be obtained from the National Conference of Christians and Jews, 381 Fourth Ave., New York City. Free materials include radio scripts, program and assembly suggestions, etc. Other materials on which there is a charge are available.

ACTIVITY: Let traditional or "essentialist" teachers weep or gnash their teeth. In New York City's big elementary-school system (600,000 pupils) the activity curriculum has won the day. It was no quick and easy victory by already-convinced school officials, but was won the hard way. Six years ago, 70 of New York City's some 650 elementary schools were given activity programs, and told to prove their case by turning out a better product than could the other 90% of the elementary schools, which continued a program of formal drill and emphasis on the 3 R's. For six years pupils in the 70 experimental schools had a good time in such purposeful play activities as keeping store, going on imaginary trips, etc., and getting their "essentials" as a seeming by-product of these pursuits.

Findings of the State Education Dept. and the New York City Board of Education favor the ac-

tivity-school pupil over the traditional-school pupil as follows: (1) He likes school better. (2) He is better disciplined, has more respect for school authority. (3) He is superior in character, personality, citizenship, etc. (4) And by gosh, he's the equal of the traditional pupil on the 3 R's! So the State Education Department recommends that all of the city's elementary schools go over to an activity program as fast as the teachers are willing.

FRISCO: "Education for a Free People" is the theme of the convention of the American Association of School Administrators, to be held in San Francisco, February 21 to 26, 1942.

SAFETY: A newly assembled collection of safety-education films is being made available to schools at "nominal rental sums" by the New York University Film Library in collaboration with the University's Center for Safety Education, announces Dr. Alice V. Keliher, chairman of the Film Library committee. There are fourteen 16-mm. sound and silent films on safety, covering all levels of instruction from elementary school to college. The film library also offers motion pictures on other curriculum subjects. A descriptive folder may be obtained from New York University Film Library, 71 Washington Square South, New York City.

Ethics & Character

The 170 newspaper stories in this book were selected by Brewer and Glidden because they contain problems of morality and right conduct that interest children.

Each story has been rewritten to appeal directly to public-school pupils. The stories cover a wide variety of important phases of daily life. In each brief narrative, the main character is faced by a problem of right and wrong. He makes a decision, and acts as he thinks right. Following each story is a series of discussion questions that bring out every angle of the problem involved.

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The alternative to religious education: **Newspaper Stories for Group Guidance**

Brewer-Glidden

In the present trend toward religious instruction on school time, teachers are turning naturally to this book for either of two purposes: (1) It offers the materials for instruction in ethics and character, as a compromise for schools that do not have a religious program. (2) In schools that do have a religious-education plan, but wish to provide for pupils who do not choose to take part in it, this book is a logical choice. It may be used either as a text for pupils, or as a manual for the teacher.

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